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A CURRICULUM GUIDE TO REMEDIAL READING FOR GRADES 3-12 PREPARED BY THE INDIANA STATE COMMITTEE ON READING IS PRESENTED. EIGHT MAJOR AREAS ARE DISCUSSED IN THE GUIDE--(1) THE PURPOSE OF THE REMEDIAL PROGRAM AND ITS RELATIONSHIP TO OTHER PROGRAMS, (2) THE ORGANIZATION OF THE SUMMER REMEDIAL READING PROGRAM, (3) THE DIAGNOSTIC PROCEDURES IN REMEDIAL READING, (4) REMEDIAL READING INSTRUCTION, (5) WORD ATTACK SKILLS, (6) COMPREHENSION AND LEISURE READING, (7) STUDY SKILLS AND CONTENT READING, AND (8) EVALUATION, REPORTING, AND FOLLOWUP OF THE REMEDIAL PROGRAM. SAMPLE LESSONS, CHECKLISTS, INFORMAL TESTS, AND SPECIFIC SUGGESTIONS FOR TEACHING ARE INCLUDED. A SELECTED BIBLIOGRAPHY PROVIDES BACKGROUND IN THE PHILOSOPHICAL AND RESEARCH FOUNDATIONS OF THE READING PROCESS AND READING INSTRUCTION, READING MATERIALS AND EQUIPMENT FOR GRADES 1-12, STANDARDIZED TESTS, SUGGESTED FORMS TO BE USED IN A READING PROGRAM, AND PUBLISHERS' ADDRESSES. (LS)

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curriculum guide in reading

Remedial Reading
Grades 3-12

Indiana Department of Public Instruction
W. E. Wilson, Superintendent

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Curriculum Guide in Reading

Remedial Reading

Grades 3-12

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Preface

The *Guide for Remedial Reading* is the first of three guides to be prepared by the State Committee on Reading. Its primary purpose is to provide guidelines for developing and organizing summer remedial reading classes under the support program of the State Department of Public Instruction. Later guides will be concerned with developmental reading instruction at the elementary and secondary levels.

The *Guide for Remedial Reading* is planned for use at both the elementary and secondary levels. Early in its discussions the Committee decided to emphasize organization, instruction, evaluations and materials as they relate to developing an effective remedial program. A selected professional bibliography is provided for those who wish to review the philosophical and research foundations of the reading process and of reading instruction. In view of the Guide's content and organization the reader can use it as a general guide for establishing a remedial program and also as a handbook for specific information. The detailed table of contents can be used to locate information readily.

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Chapter I

Purpose of the Remedial Program and how it Relates to Other Programs

Under the National Defense Education Act, generous opportunities for more inclusive and thorough teaching of reading to children of elementary and secondary levels have become available. The Indiana State Committee on Reading hopes to be of material help to three aspects of this teaching—in remedial programs, regular elementary programs, and developmental reading programs in the secondary schools. This curriculum guide is designed to aid remedial programs from grades three through twelve, with particular application to programs given in summer terms.

By "remedial programs" the present writers mean programs designed to aid children who are from one to two years behind normal expectancy in the development of their reading skills. Aid in removing severe psychological disabilities is not intended as part of such a program; these disabilities are so complex as to require specialized clinical assistance. However, it should be added that some procedures herein suggested may help to alleviate *minor* psychological difficulties in certain readers. A further distinction should be made at all times by readers of this guide; that is, a distinction between the retarded reader who is merely a slow learner and the retarded reader who suffers from some distinct disability in skill. Remedial programs in the present sense are intended for the individual with disability, not for the slow learner.

Remedial programs should be understood as supplementary to the regular programs at elementary and secondary levels and should be given as aids to those children for whom the regular programs have proved too difficult or in some sense incomplete. *Developmental* reading programs are understood as opportunities for the exercise and extension of reading skills that are reasonably useful but inadequate to meet the many demands of contemporary living, both in school and in later life.

It has seemed desirable to suggest two classifications of remedial programs. The first classification is for those children who are severely disabled in reading. Such children cannot read the basic textbooks for their grade placements; they need careful *individual* rather than group or class attention. The second level is for those students whose reading ability is limited but who *can,* with sympathetic and careful guidance, read the basic textbooks for their grade placements. Although individual attention is not as mandatory for this group as for the first, it is recommended that as much time as possible be spent in conferences with individual children and in other helps which focus upon the individual.

For it cannot be overly stressed that *all* readers are individual in their methods. We can generalize about the process of reading to some extent but these generalizations must be tempered with caution. Our physical natures, family and social backgrounds, emotional conditions, past experiences, skills and responses, and mental powers—these and additional factors affect the way we read. These factors undergo constant change in any individual and so our reading activity is in constant change too. In the child who is still far from mastering the complicated act of reading, we face a very difficult and a distinctively *individual* condition.

A General Overview of Reading As A Skill

As an introduction to the several sections of this guide, some general discussion (1) of particular aspects of reading—the meaning of words, the comprehension of sentences, the speed and skill used in working through an entire composition, and (2) of particular difficulties encountered in reading may be found helpful.

Aspects of Reading as Learning Problems

1. *Vocabulary (words and meanings)*. Reading must begin with some knowledge of words and their meanings. Such knowledge involves both acts of *recognition* and of *recall.* The reader must know the word—which means knowing it by sight and sound—and know its correct spelling, if he is to acquire correct meanings through reading. He must distinguish, for example, *to* from *two* and *isle* from *aisle.* Here the various devices of word-attack are appropriate: making distinctions among vowels, consonants, digraphs, and syllables, following accent markings—in general, all the devices which eventually enable the reader to make the proper use of a dictionary. In this process the development of self-help is essential; recognition through sounding and the ability to choose the correct spelling must be developed. Association of words with personal experience is here very useful in itself and also helps another necessary development, the training of memory in relation to words and the elements of words.

2. *Comprehension of sentences.* The acquirement of meaning from an entire sentence is in large part the experience of *continuity,* the following of a concept throughout an expression. This is in part a process of continued adjustment between words and context, the latter both making use of the word's meaning and shaping or directing or limiting that meaning. Here some comparison with physical experience or with other reading may be of much practical value. Of course the kind or degree of comprehension desired will always be determined by the purpose of the reader, as well as by the nature of the material being read. Therefore, the teacher of reading ought always to keep in mind the desirability of a

flexible or varied approach to comprehension. In addition to such *flexibility*, the teacher must remember the importance of *gradation* or adjustment of the reading experience to the age level of the reader. These matters are of course directly related to the teaching and practice of such valuable study skills as marking texts, outlining, and taking notes.

3. *Speeds and skills in reading a whole composition.* The teaching of all reading considered as physical action may be described as training the senses in patterns of learning. In reading an entire paragraph or an entire composition of some kind, the reader is extending as well as repeating his patterns of learning. A major development at this point is the extension of *eyespan* (the part of a line of type seen at one glance or fixation) beyond a word-by-word fixation pattern to a pattern which takes in several words—which may or may not constitute a grammatical grouping—at a single glance. This development enables the reader to develop another element essential to good comprehension and to appropriate speeds; that is, regular rhythm in his eye movements. Experimentally, such regularity has been shown to characterize the best readers.

In speed, as in comprehension, *flexibility* or adjustment to the purpose is a practical and important consideration. At relatively untrained levels of reading, increase in speed will lower comprehension. At higher levels, this does not always happen, however, and some rapid readers find that the higher rates actually increase comprehension. Again, as in comprehension, the teacher must consider *gradation* or adjustment to age level (where that level is equal with an understood degree of reading ability). Obviously, this is a matter of individual situations and abilities. In general, it may be observed that a mature reader who desires an increase in speed should emphasize speed rather than comprehension until he breaks old and inefficient patterns of habit and shows some definite increase—but not until a deterioration in comprehension becomes overwhelmingly discouraging. In this process he needs the guidance and encouragement of an understanding teacher.

Difficulties Often Encountered in Reading

1. *Resistance to learning.* Young readers sometimes suffer from lack of interest and so either pay poor attention to their books or pay attention only intermittently. Again, their efforts may be weak; they may form the habit of laziness, suffer from

the consciousness of repeated failure (and hardly recognize this for what it is), or be halted by a feeling of social inferiority in their peer groups. Any of these causes may result in habitual resistance to learning—i.e., the forming of new patterns of thought and action.

2. *Lack of confidence.* Insufficient confidence obviously overlaps the factors given above. The habit of failure all too easily becomes a psychological block, as does a persistent sense of social inferiority. Specific technical causes in reading may be a limited vocabulary, repeated inability to spell (frequently caused by confusion of sounds, especially in homonyms) or inability to follow syntactical word patterns in their systematic revelations of fact or idea.

3. *Inaccuracy of meaning.* In a general sense, inaccuracy in untrained readers often comes from a sweeping *disregard of sense* and from over-indulgence in imaginative flights barely or not at all related to the text. More specific inaccuracies may arise from confusing words in spelling, from attending to or emphasizing the wrong parts of words (reversals) or from failures to distinguish sounds correctly. (The illogical development of spelling in English makes one sympathize with young learners on this last point.)

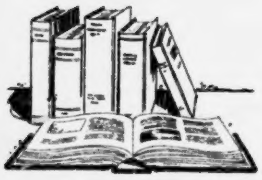
4. *Slowness.* Slow rate in reading may have such general causes as timidity and lack of confidence (psychological failure) or inability to make sufficient use of the printed context (intellectual failure). Or the causes may be more technical: poor ability in word recognition, miscalling of words, a disregarding of meaning. Other technical errors frequently made are reading word-by-word, voicing every word, or making regressions (immediate re-reading). Certainly slowness is often caused by a combination of the above factors and also by handicaps of a personal nature such as those listed below.

5. *General physical and psychological handicaps.* The most frequently discovered physical handicap among young students of reading is obvious need for eyesight correction by glasses or training for improved eye muscle coordination. Other deficiencies are bound to hinder the reading process whenever they occur. Especially common is chronic fatigue and its relationship to frequent colds and coughs. Even simple lack of sleep will affect a reader's application and efficiency, having more effect upon the physical act of reading than is usually supposed.

More difficult to perceive, and sometimes much more of a handicap, is some degree of psychological disturbance. A difficult family relationship or some social unhappiness in a child's peer group is more than sufficient to upset a child's learning process. Such conditions may be beyond the teacher's aid; nevertheless, pleasure in new activity and in some kind of accomplishment may often be real helps for these difficult phases.

The Individual as a Reader

It should now be plain that the situations of every reader are both complex and unique. It must be the task of the teacher of reading to discover the troublesome elements in each situation and to draw upon a wide variety of solutions. The sections which follow are meant to suggest a number of practical measures and materials which the teacher, with boundless patience and careful judgment, may adapt and apply.



Chapter II

Organization of the Summer Remedial Reading Program

An effective remedial program depends upon careful planning and organization on the part of the school personnel. It involves cooperation on the part of the parents and a desire to improve on the part of the pupil. It involves selecting pupils who can benefit from the help given. A place suitable for classes to be held must be found and the safety of pupils attending must be considered. Diagnostic measures which reveal the needs of pupils must be selected carefully. Reading materials must be chosen which will stimulate pupils to want to read. The teacher herself, the most important factor in a successful program, must have an earnest desire to help pupils improve, and furnish the motivation which will lead them to success. When planning a summer remedial reading program school officials would want to give thoughtful consideration to the following questions:

What are the objectives and goals?

To provide intensive instruction for those pupils who are below their normal grade level by one or more years in reading achievement.

To diagnose the pupil's difficulties and to place him where he can achieve and improve his reading skills.

To correct the types of difficulties which the pupil himself has found to hinder his progress.

To motivate the pupil to achieve higher standards in reading to the end that this skill will function for him in subject matter areas.

To reinforce the skills which the pupil is found to possess.

To help the pupil gain confidence through a positive approach by the teacher in order that he may experience success.

To encourage the pupil to want to read for enjoyment.

What are the two plans for organization?

The first is for those children who are so severely disabled in reading that they cannot read basic textbooks for their grade placement and who need careful attention in small groups, or even individual help. Children in need of clinical help and those with emotional problems should not be included in the summer remedial reading program.

The remedial program should be continued for a minimum of eight weeks.

The class size should be restricted to 12-15 pupils, ages eight years through the senior high school.

The teacher should be assigned to no more than two groups of pupils with a maximum of 30 pupils.

Classes should be scheduled daily, 2 hours per day, 5 days per week.

The program should include diagnostic testing, group and individualized instruction, reading activities to strengthen, maintain, and extend skills, and daily evaluation of the pupil's progress. Daily evaluation is necessary in order that the teacher may plan the next day's work to meet the needs of individual pupils.

The second plan of instruction includes those pupils whose reading ability is limited but who are able with careful guidance to read the basic textbooks for their grade placement:

The remedial program should be continued for a minimum of eight weeks.

The class size should be restricted to a maximum of 25 pupils, ages eight years through the senior high school.

Classes should be scheduled daily, 2 hours per day, 5 days per week.

The teacher should be assigned to no more than two groups of pupils with a maximum of 50 enrolled.

The instructional period should be scheduled for a minimum of one hour with additional time available daily for recreational reading, individual conferences, diagnostic testing, and evaluation.

Daily evaluation is necessary in order that the teacher may plan the next day's work to meet the needs of individual pupils.

For both groups, the results of initial and final testing as well as a description of the program should be included in the final report to the State Department of Public Instruction.

What is the general pattern for scheduling classes?

Approximately 20% of the time should be used with the total group for purposes of coordination, planning, and evaluation.

The time would vary for subgroups for instruction, word analysis skills, comprehension skills, and other communication skills.

About 30% of the time should be used for individualized instruction and reading activities. Teaching activities such as: worksheets, SRA materials, workbook activities, reading games, assignments prepared by teachers, and independent reading, are used for study groups while a subgroup is working directly with the teacher.

A sample plan for a day is given for a reading class composed of three groups. While it is hoped that each teacher will feel competent to take care of at least three groups, the following suggestion is given for a two group organization: those who work best in the middle group may be placed with the upper group, and those who do not achieve as well may be placed with the lower group. In any case the groups should be kept flexible so that pupils can be changed from one group to another.

With remedial students it is especially important that there be much discussion about the material read in order to expand their knowledge of what they are reading and also to increase their speaking power. They must have time to explore ideas.

Sample Plan for a Day's Work

Meet the entire group, take attendance, and care for any other mechanical details.

Read most of an interesting story to the entire group. Let pupils discuss events and characters. Let different pupils tell how they think the story will end.

Give assignments and activities to the groups. Activities should reinforce reading skills.

GROUP 1. (Highest level)

Give a list of words from a story read previously. Direct pupils to divide words into syllables and mark accents. There will be some discussion on the recall of rules for dividing words into syllables. When the exercises have been completed, pupils will check with the dictionary.

With the teacher:

Introduce new story. Set background through discussion and pictures. Give new vocabulary in context. Set purpose for reading the story. Begin the guided reading, then let pupils finish reading story silently. Do exercise assigned at beginning of period.

GROUP 2. (Middle level)

List or duplicate six sentences about facts in a story. Pupils will rearrange them in sequence. Check against story in book for accuracy. Draw pictures showing the sequence.

With the teacher:

Check progress made on activity assigned. Do guided reading of story begun yesterday. Ask questions to determine comprehension. Finish activity assigned. In whatever time is left build words using the digraphs, *ch, ck.*

GROUP 3. (Lowest level)

Prepare copies of incomplete sentences with two or more choices for completion, one of which is correct. Pupils will decide which phrase correctly answers the question after having read the story. To verify answers pupils may locate the page in the book on which the answer is found and write the page number beside the question.

With the teacher:

Check exercise assigned. Reread story orally which was developed in previous lesson. Let pupils take parts and read as if they were dramatizing it.

Before time is consumed, evaluate work of each group. To those who have completed the work carefully and correctly, give a word of praise and encouragement.

While the others finish, help those pupils with some individual difficulty which you know the pupil needs to correct by referring to your diagnostic sheet. Encourage self-competition and urge these pupils to try to do better each time a new activity is undertaken. Dismiss the group with a word of praise for their efforts and accomplishments. Encourage them to read at home in their library books during some of their free time.

Who will teach the classes?

Teachers best qualified and most interested in the remedial program should be selected to teach the classes:

- Reading specialist
- Reading teacher
- Elementary teachers or high school teachers who have been successful in the teaching of reading at their level.

Where will the classes be held?

Remedial classes should be held in those buildings which are most conveniently located for easy access.

- Schools on main roads, busy streets and dangerous intersections should be avoided if possible as adequate safety precautions are more difficult to maintain during the summer.
- Arrangements for safety precautions in coming to and from the remedial reading classes should be made:
  - Arrange for bus service (if feasible)
  - Promote the idea of car pools
  - Regulate the use of bicycles
  - Make use of traffic boys or civic safety patrols

Rooms should be chosen which are attractive, in a quiet place, and if possible located on the cool side of the building.

Certain facilities should be made available:

- Enough space for individual work
- Remedial reading materials
- Library facilities
- Audio-visual aids
- Access to a duplicator or mimeograph, paper-cutter, typewriter
- The assistance of a clerk or helper is desirable.

What should the remedial reading program attempt to accomplish?

The remedial reading program must adjust to the needs of the individual child. It must be specific in correcting the child's reading limitations and modified from time to time to meet the pupil's changing instructional needs.

It should provide materials and procedures for instruction which are interesting, and on the level at which the pupil functions.

It should use those instruments which find the grade placement of the pupil and begin there to raise his level of achievement.

It should aim to establish in the mind of the pupil that he can and will succeed if he truly wants to improve.

How can parents be included in the program?

Contact parents as soon as the reading retardation is determined.

Notify parents of the need and advantages to the pupil receiving instruction in the summer remedial reading class. (See Appendix C, Form B.)

Discuss in conferences with parents the reading problems of their child and how they can help.

Send blanks to secure permission for the pupil's enrollment in the remedial class. (See Appendix C, Form C.)

Hold meeting for parents to:

Give information as to the aims and purposes of the summer remedial reading program.

Enlist the cooperation of parents in the program by pointing out the value of a positive understanding of the pupil's reading problems. Both the parents and the child must be in accord if success is to be attained.

Stress the importance of attendance if best possible results are to be obtained.

Encourage visitations to see the class in action.

Encourage parents to feel free to call (give phone numbers) and arrange for conferences about successes and problems of pupils.

Keep parents informed of the pupil's progress.

Encourage parents to send reports to school on progress noted when the child reads at home. (See Appendix C, Form F-1.)

At completion of the summer reading instruction notify parents of performance of pupil. (See Appendix C, Form F-1.) This is to be done in triplicate; one for parent, one for accumulative file, and one for your records.

How should pupils be selected for the summer remedial program?

Referrals should come from teachers who have found pupils a year or more below grade level placement. (See Appendix C, Form A.)

Information about the pupil's achievement and his ability to perform should be gathered from:

- Cumulative records and/or report cards
- The pupil's individual folder or school background sheet
- Medical cards, the sight test, the hearing record
- The pupil's attendance record

Interviews should be conducted to reveal how they feel about reading and how they would like to be helped. The pupil himself must want to improve if the remedial instruction is to be successful.

Children should possess enough general intelligence to insure the likelihood of success.

Referrals may come from the parents who have contacted the school and have shown a desire to have their child admitted to the remedial reading class.

What information should the teacher have about the pupil?

A school background sheet giving general information about the pupil should be completed by the pupil's regular classroom or homeroom teacher. (See Appendix C, Form K.) Included should be:

- A statement about the pupil's specific reading difficulties, such as vocabulary, comprehension, structural analysis, speed of reading, and study skills.
- Information from the pupil's teacher on his achievement in assignments and subjects which include particular reading skills.
- Information from those who come in contact with the pupils on:
  - Classroom behavior
  - Emotional stability
  - Relationship with peers

Any physical factors that might be of significance for the pupil's reading disability.

How parents cooperate with the school, their interest or non-interest in the pupil's progress.

The attitude of the pupil toward reading:

- Is he interested?
- Does he focus attention on the reading task?
- Is he fearful?
- Is he discouraged?

Letters with background information should be sent from the home school to the school conducting the summer program after all arrangements are made. (See Appendix C, Form D.)

In addition the teacher of the summer program will make use of case studies for individual children.

> A case study of the pupil's ability in reading should include areas of strengths, areas of weakness, possible contributing factors to the pupil's need for help, recommendations given for remedial help based on his test scores, his classroom work, his classroom behavior and his oral and silent reading levels as determined from the oral inventory. It will include his attitude toward his classmates, the school, and the reading act itself.

An example follows:

Diane, age 7 years, 5 months, entered our school system from a distant city at the beginning of the fall semester. She couldn't read with pupils in her grade who were beginning to read the second reader, so she was placed with a group reviewing the first reader and found it very difficult. She was shy and her mother was perturbed that Diane was not able to read. Her mother said she had read very well in her former school and could not understand why she was reading poorly in the school she now was attending. Since no record was sent except the report card stating that she had been promoted from the first to the second grade, there was no way to learn or to "know" Diane except through Achievement tests, an Informal Reading Inventory and an Inventory of Pupil's Interests and Activities. In these many things were learned about Diane. She appeared to have normal interests and to be overly anxious to please. Her Metropolitan Readiness score was the Percentile Rank of 99, so the Durrell-Sullivan test was given showing a grade equivalent of 3.4 and an age equivalent of 8.4. It appeared Diane had the equipment, other things being equal, to achieve efficiently in school.

The reading inventory showed very poor word attack skills. She did not know any consonant sounds. She had a basic sight vocabulary which was quite limited, but she retained words repeated for her. In trying her out on some compound words, the word *airplane* was given and she said, "We haven't had that word." In comprehension, when someone else read or when words she did not know were pronounced for her, she succeeded quite well. It was decided to give her much help on phonics and other word attack skills. She accepted help readily from her teacher and other children. She improved rapidly, and eventually was moved from the third to the second group in her class. As she read better she lost her shyness, her fear disappeared, and she became a well adjusted little girl.

What must the teacher know about the pupils?

All available resources should be used for determining the pupil's reading level, diagnosing reading problems, gaining an insight into influences which may inhibit expected development. The teacher must know the pupils.

Child Growth and Development

A knowledge of the general patterns for chronological age are helpful in that they form a basis for determinaing deviations. Dr. Nila B. Smith in *Reading Instructions for Today's Children,*[1] gives an interesting, quickly readable account of the child's growth and development, physically, mentally, perceptually, as well as the patterns in development stages in reading.

Characteristics Affecting Reading

Certain common characteristics have been found among those pupils who need remedial help in reading. For example, the majority of these pupils are boys. For various reasons boys exhibit more behavior problems than girls. The attention span of both boys and girls is often short. They have trouble in retaining sight vocabulary, though the word attack skills may have been applied to the same word repeatedly. There will be those in the group who are suspicious, sullen, aggressive, not cooperative, discouraged and unwilling to try again.

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[1] Smith, Nila B., *Reading—Instruction for Today's Children.* Prentice-Hall, Englewood Cliffs, New Jersey, 1963, pp. 25-50.

Visual defects, hearing losses, and speech defects will be found among a number of those needing remedial instruction. The energy level of the child may be low, often due to malnutrition. Muscular coordination, especially movement of the eyes, needs to be taken into account by the remedial teacher.

The child's attitude toward reading may be brought about because of fear of failing. He may have fallen behind his group because of illness. He may have moved from place to place. He may have been in a class too large for him to have been given the individual attention needed; or there may have been personality conflicts between him and the teacher. The way the child feels about himself will have a tremendous effect on his attitude. If the child feels that he is of no importance he sees no reason to learn to read.

Social Patterns and Customs

Social patterns and customs affect the child's learning. A home in which there is not only poverty but ignorance is not conducive to learning. On the other hand, where the child is smothered by over aggressive or over protective parents the child may either be resistant to learning or accept an infantile pattern of conduct to excuse himself from accepting his responsibilities. A home in which the family is foreign, with little command of the language, may prove to be a handicap—as well as the home where the language patterns are poor. In homes where families do not share experiences, are not interested in each other, and where children are "put off" when they ask questions, barren language concepts result. The kind of community from which the child comes may have limiting boundaries for the kind of experiences which aid the child in identifying himself with the world outside his immediate environment and, therefore, curtails his language development.

The teacher must have at hand instruments for measuring the reading level of the pupil.

What could the testing program be?

Choose a reliable standardized test to administer to all pupils who have not been previously or recently tested and who are being considered for the remedial class. A list of reading tests is included in Appendix B.

If no achievement test is available, the teacher may use a teacher-made test, the oral inventory, the case study, and other records at her command to reveal what the problems are which the pupil must deal with if he is to improve his reading skill. The suggested list will acquaint the teacher with reading difficulties in general. Some children may have only a few; others may have to run the gamut of the whole list in order to overcome weaknesses. (See page 30, Form G, for an Informal Diagnostic Checklist.)

How should progress be reported?

Suggested forms, which may be duplicated for use in the remedial reading program are given in the Appendix C. Each school may choose or devise forms to meet its needs.

What materials will be used?

Certain criteria have been found to be of value in choosing material to use with the remedial group. Such material:

Must be on a level where the child can achieve success.

Should challenge pupils at a high interest level, but with a vocabulary at the independent or instructional level.

Must be on a gradual progression of difficulty in order to build a vocabulary load systematically, increase sentence length, and meaning concepts.

Should be selected in various areas as the child's interests and needs indicate.

The teacher must have sources available for selecting the materials in the areas of basic reading, supplementary reading (including both recreational and informational), practice reading, and word analysis. She must be familiar with the material chosen for the group. (See the section on *Materials and Equipment,* Appendix A.)

An excellent source at any level are pupils' original stories in which they have used vocabulary familiar to them, and written about experiences most closely related to their lives in the immediate environment.

How are pupils motivated to want to read?

Pupils in the intermediate grades are interested in people, things, and events in the world outside themselves. In the junior high school interest shifts to adventures and stories of their own age group.

Pupil's interests are the most important single influence upon their attitudes toward reading. Pupils at the primary level enjoy stories about children and animals; in elementary grades, stories of adventure, and stories of their own age group in junior high school. While this seems to be true of children in general, it does not predict the understanding or interests of a particular child. Boys soon turn to realistic stories, and to science and mechanics; girls to novels, romances, and later to adult fiction. Both live vicariously through stories of mystery, adventure and, in a lesser degree, to animal tales. Pupils' interests, however, cannot transcend a serious lack of reading skills. Each pupil must be studied to determine what kind of a person he wants to be, and how he feels about himself at his present age, when deciding on what materials would be of a motivating influence for him.

Booklets compiled from pupils' original stories hold intense interest because they are about things that are familiar and interesting and touch closely the lives of these pupils.

The teacher who can motivate the pupil to want to read by giving him a feeling of purpose, a desire to achieve, and an awareness that reading is not only an avenue for meeting the demands of life, but also a source of pleasure, will accomplish the purposes set forth for teaching remedial reading.

Chapter III

Diagnostic Procedures in Remedial Reading

Of necessity, diagnostic procedures in reading depend upon a number of factors: organization of the remedial program, the kind and number of students involved, the qualification of teachers employed, the amount of time allotted to the program, the types of materials available for diagnostic procedures, etc.

Practically all studies on remedial reading stress individual diagnostic procedures and individual remedial teaching. While the individual approach is known for its excellent results, much good can be accomplished by "group remedial reading." The type of program planned for the Summer Remedial Reading will require both individual and group teaching. The diagnostic procedures suggested in this guide are mainly those which may be used with groups of students, although some valuable individual diagnostic procedures have been included.

Principles Essential to Group Diagnosis

If the remedial program is successful, the following principals of diagnosis must be understood and implemented by each teacher.

1. Diagnosis is an essential aspect of teaching and sound instruction. This principle is realized when teachers plan their daily reading lessons to meet the individual needs of each child in a definite way.

2. Reading diagnosis must be a continuous process, beginning with the study of kindergarten records, through initial teaching and learning the day-by-day appraisal of vocabulary mastered, word-analysis skills learned, and comprehension of reading materials studied. This diagnostic classroom procedure should be done through teacher-made tests which are based on books studied and lessons taught.
3. Effective diagnosis is an individual task which, with good planning, can be fitted into regular classroom procedures on many occasions by ingenious teachers.
4. Diagnosis of reading status involves not only an appraisal of reading skills, but also a study of factors contributing to failures in reading, such as: limited intelligence, emotional instability, social insecurity, physical health, sensory deficiencies, etc.
5. Because the instruments of diagnosis are not perfect, teachers must understand their limitations thoroughly.

Securing Background Information

Since we believe that diagnosis and remedial teaching must proceed together from the very beginning, there is no time to be lost in organizing reading classes into suitable groups. Teachers are greatly aided in this procedure by past school records on reading. If possible, the information obtained from the schools should include the following data:

Chronological age
I.Q.
Mental age
Standardized reading test scores
Physical health
Sensory deficiencies
Emotional stability
Home conditions

A form should be developed for the insertion of data supplied by the schools from which the children come. (See Appendix C, Form K for a sample.) Teachers are busy people and, therefore, information on the reading status of children should be economized in terms of time and labor. A brief form, with the blanks for desired information, will keep clerical work at a minimum.

The school nurse should be called in to furnish needed health information and to administer tests of vision and hearing. She may use one of several tests: *Eames Eye Test, Keystone Visual Survey* for vision and the audiometer, the Watch-Tick Test or the Whisper Test for hearing. She should also be responsible for making necessary referrals to an ophthamologist or an ear specialist.

Speech defects of students should be noted. In cases where there seem to be speech problems an Articulation Test may be administered.

Determining Reading Levels With the Student's Estimation

In addition to the information obtained from the pupil's cumulative records, the remedial reading teacher must determine the present instructional level of each child. It has often been found that children are in a position to determine their own reading level almost as accurately as anyone else. Where such procedures are used, children of a particular grade may be asked, one at a time, to rate their own reading level as: pretty good, not so good, just about average, very poor, etc. Teachers, of course, should understand that the final determination of reading level does not rest solely on the child's decision; yet, they should realize that the child's cooperation in determining his reading status does have value.

A quick oral reading survey can also be made in determining the basal text to be used by different groups in the class. The books are distributed and the children are told that each will get a chance to read to find out if the new book is just right or if it is too difficult. Then the teacher calls on the children, one after the other, to read one or two sentences out loud. Children who are reluctant to try are excused from reading. If they stumble over words or hesitate, they are helped immediately. Children may be assigned tentatively to groups, on the basis of ratings received on their brief oral reading.

The following day an informal group silent reading test may be given, using the next selection from the same basal reader. When the children have finished reading the selection, they write answers to a set of questions which can be mimeographed or written on the chalk board. As the children read, the teacher has an opportunity to observe their performance. The slowest readers can easily be spotted. Some may have no difficulty, other may show various symptoms of distress

—vocalization, grimacing, finger pointing, requesting frequent help, hesitating, or giving up entirely. Evidently, the reading material is too difficult for these distressed children, and they must be checked on a lower level. The students who make a perfect, or nearly perfect score, should be started on a higher level. The importance of determining adequately every child's reading level cannot be over-emphasized in remedial reading.

With an Informal Oral Reading Inventory

At times it is desirable to make an individual determination of reading levels. This can easily be accomplished through the use of a carefully graded series of basal readers. The series should be one which the child has not used before. Selections of 100 to 150 words are chosen from each successive book in the series. A few questions involving both some ideas and some facts are constructed on each selection.

After the pupil has read each selection orally to the teacher, he then answers the comprehension questions based upon the content of the story. These questions should require critical thinking, factual and inferential information, vocabulary meaning and summarization. If the material in the book he starts with is not handled easily, he is moved back to an easier level. If the material is too easy, he moves to a higher level. The child then reads the successively more difficult selections until his reading levels are determined. Betts has outlined four reading levels. They are: the independent reading level, the instructional reading level, the frustration reading level, and the probable capacity reading level.

The independent reading level is determined from the books in which the child can read with no more than one word recognition error in each 100 words, and in which he has a comprehensive score of at least 90 per cent. At this level the child must read orally in a natural conversational tone and the reading must be well phrased.

The instructional reading level is determined from the grade of the book in which the child can read with no more than one word recognition error in each 20 words, or 5 in 100 and in which he has a comprehension score of at least 75 per cent. At this level the child reads without tension, in a conversational tone, and with rhythm and good phrasing. Silent reading is faster than oral.

The frustration reading level is marked by the book in which the child becomes more disturbed when he tries to read.

He reads orally without rhythm and in an unnatural voice. Errors and refusals are numerous; tensions are manifest. The child comprehends less than one-half of what he is trying to read. The test should be stopped as soon as it is clear that the child is at his frustration level.

The probable capacity reading level is determined by the highest book in the series in which the child can comprehend 75 per cent of the material when it is read aloud, not by the child, but by the examiner.

Summary of the Four Basic Reading Levels

I. *Independent level*

- A. Comprehension: 90 per cent minimum
- B. Freedom from physical symptoms of difficulty
- C. Rhythmical oral reading: 99 per cent or better accuracy, conversational tone, etc.

II. *Instructional level* (Reading comprehension)

- A. Comprehension: 75 per cent to 88 per cent
- B. Freedom from physical symptoms of difficulty
- C. Rhythmical oral reading: 95 percent-98 per cent accuracy, conversational tone, etc.

III. *Frustration level*

- A. Comprehension: 50 per cent or less
- B. Symptoms: tension, finger pointing, vocalization, word recognition difficulties, head movement, withdrawal, etc.
- C. Oral reading exhibits lack of rhythm, 90 per cent or less accuracy, high-pitched voice, meaningless substitutions, etc.

IV. *Capacity level* (Listening comprehension)

- A. Comprehension: 75 per cent minimum
- B. Ability to relate experience to information gained through listening.
- C. Ability to use oral language structure and vocabulary comparable to material heard

Retardation in reading exists when Level IV (Listening or Capacity comprehension) is found satisfactory at a higher grade level than Level II (Reading comprehension). The extent of retardation is equal to the difference between the listening comprehension and the reading comprehension, or LC-RC.

Not only can the various reading levels be determined through the oral inventory but by recording and analyzing mispronunciations, reversals, repetitions, omissions, additions, and other faulty reading habits, the inventory serves as the basis for more specific diagnosis of reading difficulties. A suggested informal reading diagnostic checklist follows:

Form G

An Informal Diagnostic Checklist

Name____________________ Date________________

Grade____________________Teacher________________

Six major areas with subpoints are listed. These are often the items which students need help with for efficient reading. It is suggested that a list be used for each student using the date as an indication that the item needs remediation.

	Practice		Evidence of Improvement	Needs Further Attention
LISTENING SKILLS	Needed	Provided		
Phonetic elements				
Structural elements				
Answering questions				
Main ideas				
Details				
Sequence of events				
Relevant and irrelevant details				
Inferences				
Drawing conclusions				
Recognizing bias				
VOCABULARY				
Word recognition				
Word analysis				
Consonants				
Blends and Digraphs				
Vowels				
Syllabication				
Affixes				
Word meaning				

	Practice		Evidence of Improvement	Needs Further Attention
COMPREHENSION	Needed	Provided		
Factual				
Main ideas				
Details				
Sequence of events				
Relevant and irrelevant details				
Inferences				
Drawing conclusions				
Recognizing bias				
Comparisons				
Cause and effect				
Generalizations and summaries				
STUDY SKILLS				
Using Table of Contents				
Using the Index				
Locating information				
Following directions				
Making outlines				
SILENT READING HABITS				
Pointing				
Head movements				
Body movements				
Vocalization				
Rate				
Other				
ORAL READING				
Substitutions				
Mispronunciations				
Phrasing				
Regressions				
Insertions				
Omissions				
Punctuation				
Word for word reading				
Poor enunciation				
Voice				
Monotone				
Strained—high pitched				
Too loud				
Too soft				

Group Standardized Reading Tests

The remedial reading testing program can employ two types of standardized reading tests advantageously: the survey and the analytical. The survey type is used to determine the existence of a reading problem. The analytical test is used to determine the nature of the problem. The survey test points out the student who is deficient in a small area of reading only and needs no further testing. It also helps to discover those pupils who are so severely retarded that they cannot be efficiently helped in the classroom. Analytical tests provide more specific information and hence have greater diagnostic value than survey tests. See Appendix B for a list of selected tests.

Diagnosis of Vocabulary

Research has shown consistently that non-readers or poor readers have an inadequate sight vocabulary. Yet the common words which constantly recur in reading should certainly be recognized immediately if the child is able to learn the more difficult and less frequent words.

A quick and fairly accurate measure of sight vocabulary can be made by using the Basic Sight Word Test devised by Dolch and published by the Garrard Press, Champaign, Illinois. This test is a single sheet listing 220 words excluding nouns which occur most commonly in all reading materials. Since the words are not in context, the list is a good measure of the sight vocabulary a pupil has really retained. As the pupil reads the words from one sheet, the examiner notes the errors and omissions on another sheet. An average third-grade pupil should be able to read the words without a great deal of difficulty.

The use of the Basic Sight Vocabulary by Dolch, whether printed on sheets or on individual cards, is an excellent procedure for a group of any size to make the first step in remedial reading. A large factor in the success of the list is the great interest of the children in reducing the number of unknown words to zero.

Diagnosis of Word Attack Skills

In classes of Remedial Reading it is necessary to make a thorough diagnosis of the students' specific word attack skills.

The teacher should diagnose whether each pupil knows the names of the letters, can read the letters, and can reproduce capitals and lower-case letters. The teacher must know whether the child knows the consonant sounds, consonant blends, and consonant digraphs. By diligent preparation teachers will find many exercises which fill diagnostic purposes for finding answers to the questions just raised. Can the child hear the short vowel sounds in words? Can he tell when vowel sounds are long in words? Does he know the common vowel digraphs? Can he blend letter sounds to form words? Does he make reversals? Does he see the common prefixes and suffixes as units? Does he see compound words as units? Can he divide long words into parts, etc?

A very thorough appraisal of word attack skills is possible with the *McCullough Word Analysis Tests.* These tests are designed to measure the extent to which pupils in the middle grades of school have mastered and can apply certain phonetic and structural analysis skills that are important in the reading process. The tests are intimately related to instructional procedures in the classroom. They are generally administered as group tests; however, they also may be administered to individual pupils. Low average scores on the *McCullough Word Analysis Tests* suggest that the teacher should evaluate initial instruction in word-attack skills and then re-teach the weak skills to the group. *The Phonics Knowledge Survey* by Dolores Durkin and Leonard Meshover will also provide the basic information for diagnosing a student's word attack ability.

Another valuable test that can be administered and scored simply and quickly is the vocabulary part of *Jastak's Wide Range Achievement Test.* This test is not a reading test proper, but a word-pronunciation test. The administration of the Jastak test to individual children takes approximately ten to fifteen minutes. Attentive observation in the testing situation, and study of students' word-attack methods give valuable insight into the mastery or lack of mastery of phonetic elements and structural analysis.

The diagnostic procedures for finding the reading levels of children are often supplemented with *Gray's Standardized Oral Reading Test* for grades 1-8. The original test has been widely used and recently has been revised to include questions to check comprehension.

While children read the series of paragraphs orally, the teacher tallies errors of pronunciation, omissions, substitutions, reversals, repetitions, neglect of punctuation marks, etc. The test is easy to administer, easy to score and interpret. It helps in dividing the class into various ability groups in reading; it points out specific weaknesses and strengths in word attack skills, so essential in a program of remedial reading. It makes possible the charging of profiles of errors for each student. Some teachers find it convenient to record the initial oral reading test on a disc or tape recorder. After the child has been taught, the same test can be recorded on the other side of the disc to show the amount of improvement the pupil has made. The disc is used so that it can be given to the pupil to play back at his school or at home.

By making a group summary chart with the names of pupils across the top and the skills or deficiencies shown by *Gray's Oral Reading Test* along the left-hand side, the teacher can see at a glance which children need help on particular items. The chart is of value also when the teacher talks with a group or an individual student. Once specific problems have been identified, the students can make a positive attack upon them.

Informal Oral Reading Tests

Teachers can also make their own oral reading tests by using typical selections from discarded basal readers. These selections are cut out and mounted on cardboard. Pupils begin reading easy selections and continue with more difficult materials as far as they can. Accompanying each card, a set of questions which includes at least one (more at advanced levels) factual, inferential, critical thinking, vocabulary and summarizing information questions should be retained by the teacher.

Reading and Intelligence Tests

Teachers are influenced far too much in their teaching efforts of reading by intelligence test scores. It has often been pointed out that group intelligence tests which are sometimes carelessly administered and scored, are not individually reliable. In many instances they give measures of reading skills quite as much as of intelligence. Even clinic teachers, who invariably measure learning capacity with performance tests which require no reading, tend to lower their expectations of performance for low I.Q.'s. Thus, there is a common erroneous inclination to be satisfied when a pupil's reading age on a silent reading test corresponds with his mental age. Neither of these measures is precise enough to warrant such faith. Yet, despite all criticism, intelligence tests remain a useful tool in the diagnosis of reading. They indicate developed ability that contributes to the mastery, the appraisal, and the diagnosis of reading.

The two most widely used individual intelligence tests in the diagnosis of reading problems are the *Stanford-Binet* and the *Wechsler Intelligence Test for Children.* Since most classroom teachers have no training for administering these tests, they are not explained in this brochure.

The *Peabody Picture Vocabulary Test* is an excellent individual intelligence test for students with problems in reading. It can be administered by a classroom teacher who has only a minimum amount of training in testing. The Peabody test can be recommended as a means for determining the potential reading level of the child.

Another intelligence test that involves no reading and has been found effective is the *Full-Range Picture Vocabulary Test.* It yields a Mental-Age score and an I.Q. score.

The non-language section of the *California Mental Maturity Tests* [California Test Bureau, Monterey, California] is highly recommended as a group intelligence test. The language and the non-language editions are available as separate tests for Grades: kindergarten-1, 1-3, 4-8, 7-10, and adults. 9-16.

The *Kuhlman-Anderson Intelligence Test* [published by the Educational Test Bureau, Inc. of Minneapolis, Minnesota] is a group test which can be administered in 30-45 minutes. It is standardized for Grades: 1, 2, 3, 4, 5, 6, 7-8, 9-12.A selected list of tests may be found in Appendix B.

SUMMARY

The first step in setting up a diagnostic program should be the examination of data already available from the school record of the pupil. His past performance in school subjects that require reading as a skill can be indicative of his reading ability. Background information about his physical, emotional, and environmental conditions can be helpful in determining his adjustment in these areas. Intelligence test scores can be compared with achievement test scores to determine whether the student is a remedial reader or a slow learner.

The teacher needs to consider the information he has obtained from the school record in the light of his own personal observations. Each observation will clarify the picture of what the child does and does not know about printed symbols, word meanings, phonetic learnings, oral reading, study skills, etc. Each observation will discover handicaps interfering with success in reading, specific learning needs and the nature of effective motivation.

Tests will give more definite information about the child's reading status. After the specific tests in reading have been given, it is important that all the information obtained be compiled in one place, whether by checklists or in an anecdotal record. This information is then examined to determine how to proceed with the child's remedial instruction.

If the student is to be placed in a classroom, a program must be determined that will suit the general needs of the class and also meet the individual differences of the members of the class. Group procedures and individual procedures can be arranged with good planning. Informal diagnosis should continue throughout the remedial program. The teacher must always be aware of how the child is progressing and what additional things should be done to improve his reading ability.

Chapter IV

Remedial Reading Instruction

A Philosophy for Instruction

Teachers of remedial reading students must make long range plans as well as prepare day-by-day lessons that put into action the basic principles of good instruction. Many of these students have experienced only failure and frustration for several years. Teachers should help students to:

1. Understand their weaknesses and ways of overcoming them.
2. Establish realistic goals for themselves.
3. See their own progress by recording their scores on graphs and charts.
4. Be aware that each day's lesson is a small step toward their goal.
5. Gain self-confidence and improve their self-image.

After students' needs have been identified, instruction should be planned to overcome weaknesses by teaching specific skills at the level at which the student is functioning. Remedial reading students usually need instruction and practice in the following areas:

1. Improved listening for:
   - a. Immediate recall
   - b. Delayed recall
   - c. Following directions
   - d. Recognizing transitions
   - e. Recognizing word meanings
   - f. Notetaking
2. Improved reading for:
   - a. Comprehension
   - b. Flexibility
   - c. Pleasure
   - d. Study
3. Improved vocabulary skills:
   - a. Word attack
   - b. Word meaning
4. Improved study habits

Class schedules should provide time as needed for:

1. Whole group instruction
2. Small group instruction
3. Individual instruction
4. Independent study
5. Reading for information and pleasure
6. Daily evaluation of progress

Students in remedial reading classes usually have been receiving instruction in reading for years without meeting adequate success. Variations in the way instruction is presented and in materials used should be provided.

Basic Reading Skills

The reading ability of a mature reader must be developed sequentially step by step in comprehension, vocabulary, and rate. For rapid improvement, instruction in remedial reading should be pinpointed to eliminate specific weaknesses. Instruction should regularly include:

1. Use of directed reading lessons
2. Practice to improve all skills needed
3. Review to maintain skills learned
4. Extension of skills into increasingly difficult material
5. Time for group, small group, and individual instruction
6. Time for independent reading

Since diagnosis of the needs of each student will be a continuing one, the teacher will first prepare lessons to teach the skills in which the student is most deficient.

Directed Reading Lesson

The directed reading lesson is a very useful technique and, with variations, can be used effectively in most subject areas. Developing a lesson in this way creates more interest. Also, a planned lesson gives guidance and security, both of which are needed by remedial students.

A. *Preparation for the Lesson by the Teacher.*
   1. Become familiar with the content of the lesson by reading the selection and reviewing the study guides in the teacher's manuals which are provided to accompany the material.
   2. Select new concepts and difficult words for discussion and clarification.
   3. Note words in the selection that lend themselves to practice on word perception skills needed by pupils.
   4. Plan follow-up activities to meet the needs of the pupils in each class.
   5. Arrange schedule to include planned activities.
   6. Itemize either in a plan book or on a prepared record sheet:
      a. Strengths and weaknesses of pupils.
      b. Plans for future teaching. (See Appendix C, Form E.)

B. *Development of the Lesson*
   1. Readiness Period
      a. Develop interest and provide motivation.
      b. Familiarize pupils with background information.
      c. Develop new concepts and difficult words. Tie in new words with familiar concepts.
   2. Guided Silent Reading (Student sets own purpose for reading)
      a. Develop comprehension skills.
      b. Locate main ideas and supporting details.
      c. Extend meanings of new concepts and difficult words.
   3. Purposeful Oral Reading (Student sets own purpose for reading). Check to see if student misses more than one in twenty running words. If he misses less than one in one hundred, the material is too easy.
      —Have pupils read orally for such purposes as to:
         (1) Prove a point.
         (2) Tell part of story most enjoyed.

        (3) Use expression to show how character felt as he said certain words.
        (4) Indicate quality of reading. (Teacher checks reading skills.)

C. *Evaluation* (Relate to the purposes and objectives of the lesson.)
    1. What has been learned? (Check the child's understanding of the content read.)
    2. What skills have been developed? For example, check ability to:
        a. Use memory and organizational skills.
        b. Recognize cause and effect relationships.
        c. Understand cognitive processes used by the author.

D. *Follow-up Activities*
    1. Use workbooks that accompany texts or comparable material when appropriate for skills being developed.
    2. Assign such exercises as:
        a. Select all compound words from material read.
        b. Select words to illustrate the various principles of phonics.
        c. Write or discuss the meanings of words and note any special characteristics.
        d. Use each word in a good sentence.
        e. Follow written directions.
        f. Extend knowledge of the subject by reference reading.
        g. Carry on related activities.
        h. Extend study skills appropriate to the material.

E. *Assignment for next day's lesson*

F. *Suggestions for future work in specific study skills and word-study.*

Developing Reading Skills

(A Sample Lesson)

Primary

The following lesson is presented as a guide for a reading lesson and to show many of the types of exercises that may be made from a basal reader. It is not considered necessary to use all of these types of exercises for one story, although if there seems to be a need, it can be done.

Lyons and Carnahan, *Stories from Everywhere*, (Developmental Reading Series, a third level reader, pages 116-122) has been used for the lesson. Motivating questions have been suggested. During this period of getting ready to read, the teacher should use some of the more difficult words. These words will vary from group to group depending on the experiences, amount of language use, and wide reading the pupils have had. After the reading, discussion should follow. The exercises will help improve the skills in phonics, structural analysis, word meaning, organization, comprehension (factual and inferential) and critical thinking. The teacher will need to decide whether the best results will come through the group working together on these or in individual study. If the latter is used the work should be checked with the students the same day, if at all possible. Certainly the checking and discussion will be done no later than the next day.

Building Background for Reading

Questions for discussion:

Have you ever moved from one home to another?
How far did you go?
How did you feel about moving?
How did you travel?
What did you take with you?
Do you think that people have always moved the way you did?

Some explanation:

"This story is one that could have taken place over a hundred years ago in our country. Many people were moving from what we call the eastern or New England part of our country. (Show this region on a map.) Some of them settled in Indiana, Illinois, Ohio, Wisconsin, and in regions across the Mississippi River. (Show these states and the Mississippi.)"

"Let's study the pictures on pages 115-122." Discuss these, especially the wagon on page 117. "Our automobiles are low. Why do you think the covered wagons were high?" "Read from page 116 through page 122 to find out some of the feelings and experiences the Wayne family had."

Covered Wagon Days

In days long ago it was no easy thing to move to a new home. There were no trains to carry people across the country. There were no cars on the road. There were not many roads.

When a family wished to move to a new place, they put their things into a big covered wagon. Then they climbed into the wagon and started off. Sometimes they used oxen to pull the covered wagon. Sometimes they used horses.

The Wayne family drove oxen because they were going a long way into the big woods and the way might be muddy. Oxen have wide feet. Their wide feet do not go down into the muddy road so quickly as horses' feet do.

There were four oxen to pull the Waynes' wagon. It was a big wagon with a top over it which kept out the rain. At night the family would sleep in the covered wagon.

The night before the Wayne family left their old home, a number of the neighbors had a party for them.

Even while they were at the party, some of the neighbors could not keep from crying. The Waynes were a fine family, and their neighbors were sorry to see them go to the far-away West. The Waynes would be too far away for old neighbors to visit them.

The neighbors brought many baskets of food for the family to eat on the journey west. They brought chickens and other meat. They brought bread and cookies they had baked.

The Wayne family left presents behind them. They could not take much furniture on the long journey. They gave most of their furniture to the neighbor women.

Sara could not take along her old cat with the three kittens, so she left it with her Aunt Matilda. Her sister Ann left some toys. Her brother Allen had to leave his dog.

Aunt Matilda gave Mother a small apple tree from her yard.

"It will make your new place in the West more like home," said Aunt Matilda.

Early the following morning the Wayne family got into their wagon and drove away from their old home. At first the journey was easy, for the road was smooth.

When the Waynes had gone about half their journey, they came to a big river. They must cross the river on a ferryboat.

The ferryboat looked like a big floor. Father drove the oxen on to the ferryboat. When everything was ready, the man who owned the ferryboat started it across the water. Everyone rode to the other side of the river.

On the other side of the river the roads were not so wide and not so smooth. Sometimes the roads were muddy. Each day's journey became worse.

At last the travelers came to a great forest where there were no roads at all. There were only muddy trails.

Sometimes the Waynes saw other people traveling west to make new homes there. Sometimes they saw a wagon in the mud or in a great hole in the road. Sometimes they saw a wagon caught between trees. Uncle William and Father always helped people who were in trouble. Sometimes they needed help themselves, too.

Day after day the Waynes traveled on through the great forest. Night after night they built their campfire and cooked their meal in a big black pot. Then they went to sleep in the wagon.

Here in the woods they had fresh meat every day. Uncle William and Father had their guns. When people had guns they could always hunt animals for food.

At last the Waynes reached a place near the bank of a river. Here, they thought, was a good place to build a home.[1]

Reading for Details

1. What animals were used to pull covered wagons? (Horses and oxen.)
2. Why did the Wayne family use oxen? (The wide feet of the oxen kept them from sinking into the mud so deeply.)
3. How did they cross rivers? (On Ferryboats.)
4. Why could the Waynes always have fresh meat? (The men could shoot animals with their guns.)

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[1] Used by permission of the publisher, Lyons and Carnahan Publishing Company, Chicago, 1954.

How Well Can You Think?

1. Why could the Waynes not take much furniture with them?
   (Since they had to ride and sleep in the wagon, there would not be room enough.)
2. How do you think the man made the ferryboat go across the water?
   (He probably pushed it with a long pole.)
3. Why would the journey become harder as they went farther west?
   (There were fewer good roads.)
4. Why do you think each of these people felt sad about leaving?
   a. Mrs. Wayne (She was leaving friends, relatives, and furniture.)
   b. Sara (She had to leave her cat and three kittens.)
   c. Allen (He had to leave his dog.)

Organization

The following sentences give the main ideas of some of the paragraphs. Write the page and paragraph number on the blank.

1. Page (*119*) Paragraph (*9*) The children had to leave their pets behind.
2. Page (*120*) Paragraph (*14*) The Waynes, their oxen, and their covered wagon crossed a river on a ferryboat.
3. Page (*118*) Paragraph (*6*) The neighbors were sorry to see the Wayne family leave because they would be too far away to visit them.
4. Page (*121*) Paragraph (*17*) People helped each other when they were in trouble.

Word Meaning Skills

A. Fill each blank with a compound word from the story.
   1. Most children like to do things for (*themselves*).
   2. It is fun to sit around a (*campfire*) and listen to stories.
   3. (*Sometimes*) I like to work, but not all the time.

B. Find the words on Page 116 that mean the opposite of each of the following words:
   1. push (*pull*) 3. uncovered (*covered*) 5. little (*big*)
   2. hard (*easy*) 4. old (*new*)

C. Write a word that means the same as the italized word in these sentences.

1. The neighbors brought many baskets of food for the family to eat on the *journey* west. (trip)
2. The Wayne family left *presents* behind them. (gifts)

D. Circle the correct word in each sentence.

1. The Wayne family traveled on a very narrow (*rode, road*).
2. At times they could not see (*through, threw*) the trees.
3. They had to leave (*their, there*) home and travel west.

E. Find the sentences in which the following groups of words are found. Does the group of words tell when, where, or how?

1. across the country (*where*)
2. on a ferryboat (*how*)
3. early the following morning (*when*)
4. day after day (*when*)
5. near the bank of the river (*where*)

F. In the story, find the word or words that describe the following:

1. wagon (*covered*)
2. feet (*wide*)
3. forest (*great*)
4. trails (*muddy*)
5. pot (*big, black*)
6. meat (*fresh*)

G. Underline the word in the sentence that means the same as the word in italics.

1. When a family wished to move to a new place, *they* put their possessions into a big covered wagon.
2. Oxen have wide feet. *Their* wide feet do not go down into the muddy road as quickly as horses' feet do.
3. The night before the Wayne family left their old home, a number of neighbors had a party for *them*.
4. The neighbors brought many baskets of food for the family to eat on the journey west. *They* brought chickens and other meat.
5. Sara could not take along her old cat with the three kittens, so she left *her* with Aunt Matilda.
6. When everything was ready, the man who owned the ferryboat started *it* across the water.

Structural Analysis

A. Write the root word for the following words:

1. covered (*cover*)
2. quickly (*quick*)
3. crying (*cry*)
4. started (*start*)
5. travelers (*travel*)

B. Use each root word in the section above (A) in a sentence.

C. Divide the following words into syllables. The number after each word tells you how many syllables.

1. family (3) (*fam-i-ly*)
2. started (2) (*start-ed*)
3. trouble (2) (*trou-ble*)
4. furniture (3) (*fur-ni-ture*)
5. sister (2) (*sis-ter*)

D. What reasons do you have for each of the syllable divisions you made in the above section (C)?

Phonics

A. In your story, find two words for each of these vowel groups. Mark the vowel to show its sound. Cross out any silent letters.

1. ay ____________
2. ea ____________
3. ee ____________
4. oa ____________
5. ai ____________

B. Find five one-syllable words to show that the silent *e* at the end of the word makes the first vowel long.

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

C. Write a word from your story for each of these r-blends.

1. br ____________
2. cr ____________
3. dr ____________
4. fr ____________
5. gr ____________
6. pr ____________
7. tr ____________
8. thr ____________

Developing Reading Skills

(A Sample Lesson)

Secondary

The following material is a guide to show teachers of reading the many reading skills that can be developed from a basal reader selection.

Lyons and Carnahan, *A Call to Adventure*, (Developmental Reading Series, a seventh level reader, pages 145, 146, and part of 147) has been used to identify the following representative reading skills: word meaning, structural analysis, phonetic analysis, comprehension (factual and inferential), critical comprehension, and organization.

The hurricane is one of the most powerful forces on earth. During the hurricane season of 1952, six of the colossal whirl-winds roared through parts of the United States. Several had force enough to carry them far on into the north. They were the worst storms of the year. Property damage set no records, however. No deaths were caused directly by any of the six hurricanes.

In 1953, a hurricane had whipped across Florida and the dead totaled four hundred. In 1928, another twister had taken eighteen hundred lives. At Galveston, Texas, in 1900, a hurricane killed more than six thousand people. As late as 1942, casualties from the big winds still numbered in the scores. Why have we had this change in the damage hurricanes do? The answer may be given in three words: *better advance warnings.*

Once communities and ships at sea were unaware of a hurricane until the black storm appeared. Now warnings are received two or three days ahead. Hourly reports of the progress and path of the storm are given.

Teamwork is robbing the hurricane of many of its terrors. On the team are ships and airplanes at sea, regular weather stations, the ships and airplanes of the military services, the telegraph system, radio networks, radio amateurs, or "hams," and others. Any one of these may spot the first signs of the gathering storm. Once the word is flashed, everyone comes swiftly into action.

The "Big Three" in the nation's weather observation league are the United States Weather Bureau, the Air Weather Service of the United State Air Force, and the United States Navy Aerological (Meteorological) Service. Although each has a special job, all three work together closely when danger threatens. Normally, the Weather Bureau gives forecasts and warning for the general public; Air Weather Service provides the storm information for Army and Air Force operations; Navy Aerological Service sends out the type of weather information needed for the Navy's operations. When a hurricane moves in, all services work as members of a team with a single purpose.

No one has yet devised a way of stopping a hurricane or even of changing its course. A great deal of progress has been made in removing its sting by advance warnings. These warnings enable ships and airplanes to get out of its path. Groundlings can button up their property and get to shelter when they hear the warnings. Let us follow a typical West Indian hurricane from its beginning until it finally blows itself out.[1]

Word Meaning Skill

A. Find words in this selection that are the opposite of the following:
vanished (*appeared*)
safety (*danger*)
sent (*received*)
weak (*powerful*)
slowly (*swiftly*)
professionals (*amateurs*)

B. Find four terms that are used instead of hurricane.
(*whirlwinds*) (*twister*) (*big winds*) (*storms*)

C. Find words that mean the same as the following:
giant (*colossal*)
a few (*several*)
serious accidents (*casualties*)
came into view (*appeared*)
path of movement (*course*)
taking away (*removing*)
safety or cover (*shelter*)

D. Find one word for each sentence below that will complete the sentence. Confine your search to the first three paragraphs.

If you study in (*advance*), you will most likely do well on your examination.

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[1] Used by permission of the publisher, Lyons and Carnahan Publishing Company, Chicago, 1954.

There were (*scores*) of people in line at the theater, waiting to buy tickets.

Since he was (*unaware*) of his mistakes, John did not correct them.

The young man was (*directly*) to blame for the mishap.

The (*colossal*) redwood trees of California dwarf the oak trees of Indiana.

Structural Skills

A. Many four-syllable words have primary and secondary accents on the third and first syllables, respectively. Locate four words in paragraphs 4, 5, and 6 that follow this principle and place the accents properly in the words.

(ob′ser-va′tion)
(in′for-ma′tion)
(aer′-o-log′i-cal)
(op′er-a′tion)

B. Many three-syllable words have primary and secondary accents on the first and third syllables, respectively. Find four words in paragraph 4-7 that follow this principle and the accents properly in the words.

(hur′ri-cane′)
(prop′er-ty′)
(sev′er-al′)
(gen′er-al′)

C. Compound words are divided into syllables between the words that make up the whole word. Find five compound words and divided them properly into syllables.

(whirlwinds) (teamwork) (network) (forecasts)
(airplanes)

D. Generally final *ly* is a separate syllable. Find five words ending in *ly*, divide them into syllable accordingly.

(directly) (hourly) (swiftly) (normally) (finally)

Phonics Skills

A. The letters *ou* have several different sounds in words. Note the sound of *ou* in rough, *ou* in shoulder, and *ou* in group. Find words in which the *ou* has the same sound as in the following:

out	*rough*	*shoulder*	*group*
(*thousand*)	(*enough*)	(*although*)	(*through*)
(*hourly*)			
(*groundlings*)			

B. The letters *ea* have different sounds in words. Notice the sound of *ea* in bread and *ea* in seat. Find words in which the *ea* has these sounds.

bread	*seat*
(*death*)	(*sea*)
(*dead*)	(*appeared*)
(*ahead*)	(*deal*)
(*threatens*)	(*hear*)
(*weather*)	(*team*)
	(*league*)
	(*each*)
	(*teamwork*)

C. Locate two additional words in which the *ea* has different sounds altogether from the ones selected and also which differ from each other.

(*great*) (*earth*)

Critical Evaluation and Factual Comprehension

The teacher should ask the students the author's intent and purpose in the selection. When it is determined that the selection is informative, proceed as follows:

Give ten facts to show that this is an informative selection. (Any ten facts from the selection will suffice.)

Critical Evaluation

How do the ideas and information presented in the selection affect your own lives?

(A discussion of the ways tornado warnings are communicated may ensue here.)

Organization

Support the following two main ideas with three facts each in outline form.

I. Hurricanes are powerful forces.
   A. (In 1953, 4,000 people were killed by a hurricane.)
   B. (In 1928, another hurricane killed 1,800 people.)
   C. (In 1942, casualties numbered in the scores.)

II. Because the public is warned of hurricanes in advance, hurricanes are no longer as serious as they once were.
   A. (Warnings serve to detour ships and airplanes from the hurricane's path.)
   B. (Those on land can secure their property when they receive the warning.)

C. (We have had a change in the damage that hurricanes do because of *better advance warnings*.

Comprehension (inferential)

Man's inventions and his willingness to serve have helped to control the effects of the hurricane. In two paragraphs show how this is true. Use facts to support your statements.

(Cooperation among various government branches and technological advancements—telegraph, radio, airplanes, ships, weather stations—have made it possible to control the effects of the hurricane. This should be brought out in the two paragraphs.)

Chapter V

Word Attack Skills

This chapter presents a review of the content of a word attack program, followed by activities for developing these skills in a remedial reading program. The activities are not as exhaustive as they are suggestive. The teacher will need to determine their usefulness to each individual in the classroom. In general, the activities are not unlike those included in regular reading programs; they become functional in a remedial program through adjusted emphasis in a more highly individualized situation.

The Word Attack Program

There are five major steps in learning word attack skills to unlock new words. The five levels are presented below in sequence to show the simple interrelation of skills and abilities at the lowest levels and how they become more complex as the child advances in reading. Notice that pupils begin structural analysis and syllabication in the third grade, but *skills must be maintained and improved in more advanced grades through practice with increasingly difficult words.*

During the first stage of development the following word attack skills are introduced:

1. Applying knowledge of single consonants in attacking new words.
2. Applying knowledge of single inflectional endings—*s*, *'s*, *ed*, and *ing*.
3. Using initial consonant or final consonant substitution in a known word form.
4. Understanding two-letter consonant symbols representing one sound—*sh*, *ch*, *th*, *wh*.

During the second stage the following word attack skills are introduced:

1. Applying knowledge of two-letter consonant symbols (consonant blends such as *cl*, *br*, *sp*, and consonant digraphs such as *wh*, *th*, *ch*, *sh*, *ng*, *ck*).
2. Identifying root words in inflected forms in which the final consonant is doubled before the ending.
3. Using visual clues to vowel sounds (*i* followed by *r*, *a* followed by *l*, *n*, *w*).

In the third stage the following word attack skills are introduced:

1. Applying his knowledge of vowel elements to attack any one-syllable word in which the vowel sound may be determined by associating the appropriate sounds or sound with the symbols *ow*, *ou*, *oi*, *oy*, *oo*.
2. Applying the general principles that aid in determining vowel sounds.
3. Identifying an inflected form in a known root in which the final *y* is changed to *i*, or the final *e* is dropped from before the ending.
4. Recognizing alphabetical sequence as readiness for developing dictionary skills.

In the fourth stage pupils learn to apply their knowledge of:

1. Structural and phonetic analysis.
2. Principles of syllabication.
3. Principles that aid in determining vowel sounds and the use of *schwa* (ə) in unstressed vowel sounds.
4. Auditory perception of accent meaning, and visual clues to determine accent.
5. Identification of simple prefixes and suffixes as *re, dis, in, ful, ish, ness, ly, y*.
6. Attacking words formed by adding prefixes and/or suffixes to unknown root words of one or two syllables.
7. Developing dictionary skills—comprehending simple definitions of meaning.

Beyond the fourth stage pupils learn how to:

1. Attack words which are unfamiliar in sound, meaning, or form.
2. Use the dictionary to determine both sounds and meanings of words.

Authorities in the field of reading agree that a systematic sequence is necessary for teaching auditory analysis, though there are some variations in suggested steps. For first grade children, and for children of other grade levels who need auditory analysis skills, the steps may be followed in order.

Students in remedial classes usually have weaknesses in several of the word attack skills. In such cases, the teacher will need to teach the unknown skills and to provide practice to help students remember them. The following list provides a systematic sequence for teaching and testing auditory analysis skills:

1. Single consonant sounds (initial, final, and medial positions)
2. Consonant digraphs and blends
3. Short sounds of vowels
4. Long sounds of vowels
5. Final *e* rule
6. Double vowels
7. Diphthongs
8. Vowel followed by *r*, *l*, and *w*
9. Soft and hard *c* and *g*
10. Prefixes and suffixes
11. Numbers of syllables
12. Division into syllables
13. Open or closed syllables

Consonants

Information to be taught:

1. Initial, final, and medial consonants:
   walk
   balk
   metal
   medal
   cream
   creak
2. Consonants blends:
   stove
   sky
   prance
   grief
   plant
   sleeve
3. Consonant digraphs:
   phone
   thin
   cherry
   shut
   dish
   telegraph
4. The sounds of single consonants may vary:
   s—silk, was
   g—going, giant
   c—has the sound of *s* when followed by *e* or *i*:
   cease, cider
   c—has the sound of *k* when followed by *a*, *o*, or *u*:
   came, copy, cute
5. When two consonants are combined, one of them may always be silent:
   *g*nat, *k*nife, *p*neumonia, ta*l*k
   Occasionally, both consonants may be silent:
   brou*gh*t, throu*gh*, thou*gh*t
6. Some sounds are represented by many different symbols:
   gra*d*uate, *j*ump, we*dg*e, ma*g*ic
7. When a double consonant appears, one of the consonants is silent:
   let*t*er, wil*l*ow, o*c*casion

Suggested Activities:

1. Use games in which words are classified by the beginning consonant.
2. Have the child select from a list of sight words all those that begin with the same sound as the first word.
3. Omit the initial consonant from listed words; have the child supply the letter from clues given him.
4. Match the beginning sound in a pictured object with the beginning sound of words in an accompanying list.
5. Present sentences in which one word has an omitted beginning consonant. Have the child supply the missing consonant using contextual clues and sound skills.

6. Arrange two columns; one column contains a list of words with the initial consonant missing; the second column contains the missing consonants necessary for making the words fit a given clue. (animals, toys, foods, etc.)
7. Present sentences in which an underlined word contains an initial consonant blend; from the sentence, omit a word starting with the same blend. Have the child select from the alternatives the word he needs for sentence sense.
8. Have the children substitute beginning consonants or consonant blends to form new words.
9. Group pictures according to the initial consonant or consonant blend contained in pictured objects.
10. Make final consonant substitutions to form new words.
11. Give a key word; from a list, have the child select all words beginning the same way as the key word; use this to strengthen single consonant or consonant blend skills. Utilize the same exercise for identification of final sounds.
12. Give a key word; the omitted word in a sentence must be selected from three possible choices and it must begin the same way as the key word.
13. Have pupils indicate hard and soft sounds of the same consonant by placing the letter H or S in front of the words containing the letter.
14. Help students discover principles governing variant sounds of a single consonant through grouping together the words in which each sound occurs and then determining the consonant-vowel pattern in each group.
15. Give a key word; rhyming words which end the same way are listed.
16. Strengthen various phonetic skills through use of word building games.

Vowels

Principles:

1. If the only vowel in a word or syllable is at the beginning or in the middle, the vowel letter usually has the short sound. (Next page.)

am
it
egg
ox
man
list
stump
crept
up
clock
myth
symbol
rob ber
bas ket
sim ple
lum ber

2. If the only vowel in a word or syllable is the last letter of the word or syllable, the vowel usually has the long sound.

go
sky
ta ble
he ro
bu gle
ny lon
mo tel
na vy

3. If a vowel in a word or syllable is followed by a consonant and a final *e*, the first vowel is usually long and the final *e* is silent.

huge
cane
style
stove
shine
scene
in vite
in vade
ex plode
re fuse
ex treme
re type

4. If the only vowel in a word or syllable is followed by *r*, the sound of the vowel is controlled by the *r*.

car her bird horn tur key

5. When two vowels come together in a word or syllable, the first vowel is usually long and the second vowel is silent.

main toad steam play sleep hoe

Suggested Activities:

1. Have the child underline words from a sight word list having the same vowel sound as the first word.
2. Have the child indicate which have long and which have short vowel sounds from a list of sight words.
3. Have the child select the word with the proper vowel to match the pictured object.
4. Ask the child to add words to a given list of only three or four short a (or any other vowel sound) words.
5. Help the child to generalize the principle by using sight words which demonstrate a common vowel principle. (*Given* principles are less meaningful to children than those discovered by them.)
6. Develop a number of vowel principles and ask the child to match the words from a sight vocabulary list with the principle(s) which govern each word.
7. Arrange two columns, one column contains a list of words from which the same vowel combination is miss-

ing; the second column contains various vowel combinations; ask the child to choose the correct one to complete all of the listed words.

8. Have students keep a notebook in which words are classified by their vowel sound. Leave space for the addition of words as the sight vocabulary increases.
9. Substitute medial vowels to form different known words. (tan, ten, tin, ton)
10. Have the child rewrite words from a list of sight words containing variant sounds of the same vowel in groups representing the same sound.

Structural Analysis

Principles:

1. Most inflectional variants are formed by adding endings with no change in the root word:

   cooks watches pouted w[illegible]king meeting

2. When the root words end in a final *e*, the *e* is usually dropped before an ending that begins with a vowel:

   coming, raked, shining, stylish (the *e* has been dropped and the ending has been added.)

   When root words end in *ce* or *ge*, the *e* is retained when an ending beginning with *a* or *o* is added:

   peaceable, changeable, advantageous, courageous

3. If a syllable or root word ends in a single consonant preceded by a vowel, the consonant may be doubled when an ending is added:

   stopped, running, whipped, fanning

   NOTE: This principle applies only if the enlarged word is accented on the final syllable: ben′efit, benefit′ed.

4. Words ending in *f* or *fe* usually form their plurals by changing the *f* to a *v* and adding the plural endings:

   knives, wolves, scarves

5. When a word ends with *y*, preceded by a consonant, the *y* is usually changed to an *i* before an ending is added:

   ladies, cried, emptied

   If the *y* is preceded by a vowel, there is no change in the root word when an ending is added:

   Chimneys, allayed, stayed

6. Compound words are made up of two words put together to make one word:

   twosome, fireplace, forenoon.

7. Words containing roots, prefixes, and suffixes may often be recognized after known parts are identified:

   *help*er, dis*taste*ful, at*tract*ive, as*sign*ment

8. The syllabication of a word usually is based upon the following rules:

Rule 1. If the first vowel letter is followed by two consonants, the first syllable usually ends with the first of the two consonants.

mitten	mit-ten	butter	______	candy	______
ladder	______	summer	______	flutter	______
dinner	______	winter	______	collar	______
rabbit	______	fasten	______	robber	______
lesson	______	mountain	______	finger	______
		complain	______	hectic	______

Notice that the vowel sound in the first syllable of each word is ______________.

Rule 2. If the first vowel sound in a word is followed by a single consonant, that consonant usually begins the second syllable.

pupil	pu-pil	bacon	______	detour	______
Mary	______	season	______	paper	______
tiger	______	tiny	______	table	______
maple	______	baby	______	shiny	______

Notice that the vowel sound in the first syllable of each word is ______________.

Rule 3. If the last syllable of a word ends in *le*, the consonant preceding the *le* usually begins the last syllable.

apple	ap-ple	middle	______	puzzle	______
maple	______	simple	______	syllable	______
jingle	______	needle	______	gobble	______
table	______	sizzle	______	tumble	______

Suggested Activities:

1. Identify root or base words from derived and inflected forms.
2. Present variant forms of the same word; the child selects the one to make sense in the sentence from which a word has been omitted.

3. Divide compound words into their component parts.
4. Utilize visual scrutiny to group together words having a common structural element when the difficulty of the material forces such scrutiny. Unknown words are useful here.
5. Divide known words into syllables.
6. Note the number of syllables in pictured objects and listed known words.
7. Develop and list rules of syllabication. Place the number of the rule which applies at each syllabication point in listed known words.
8. Separate the prefix or suffix from the root word in a list of known words and use the root word in a sentence.
9. Separate the suffix and base word in a list of unknown words. Attempt pronunciation of both suffix and base word.
10. Add different suffixes and prefixes to known base words to form new words.
11. Add the proper prefix or suffix to form a word to fit the given definition.
12. Insert a prefix word where a word has been omitted in a sentence.
13. Give the child a list of known words with prefixes. Remove the prefixes and indicate the new meanings.
14. Present a list of words containing known prefixes but unknown roots. Determine meaning of each word.
15. Ask the child to underline either the prefix or root in listed words.
16. Form compound words from words in a two column arrangement.
17. Form the plural for words listed in singular form.
18. Use paired pictures in which a single object appears in one, and more than one of the object in the other; write the proper form of the word to correspond with the pictures.
19. Give various endings. Select as many of these as can be added to each word in a list of known roots; explain how each ending affects word meaning.

Context Clues

Principles:

Pupils must be taught that there is a wide variety of things to observe in unlocking meaning through context clues. They must be given directed lessons to provide practice in context analysis. The material itself may contain the following types of context clues that explain the new terms:

1. *Definitions* are the most obvious context clues and may often be located by the words *means* or *is*. For example:

   A dolphin is a mammal that spends its entire life in water. Crustacean means crusted animals and they have stiff outer coverings.

2. *Restatements* may use different words to say the same thing. To call attention to such restatements, use may be made of such signal words as *or, in other words, that is to say,* or *that is*. For example:

   Every insect has two feelers, or antennae, on its head.

3. *Experience* may relate the new word to a familiar word in the sentence. For example:

   In Tokyo we saw men pulling passengers in rickshaws.
   The fire in the fireplace illuminated the dark room.

4. *Comparison* or *Contrast* may liken or contrast the unknown with something known. For example:

   Eskimos have slanting eyes like those of the Chinese.

   Contrast or opposites may often be identified by such signal words as *but, on the contrary, unlike, in contrast, relief* (when used to mean "stood out from the rest"), and *once*. For example:

   John's quietness was in sharp contrast to Jim's volubility.

5. Symposium for the unknown word may be provided. The structure of the sentence is such that, where we would expect the synonym to be repeated, the author gives us the unknown word. For example:

   When Jim heard the good news he was elated. He was glad his uncle was coming to visit.

   The word "glad" stands in the same relative position as the unfamiliar word "elated."

6. *Familiar Expression* or *Language Experience* clues require knowledge of common language patterns and of everyday expressions. In this case, however, a strange word is substituted for one of the familiar ones.

No matter what word is substituted, the meaning will be clear. For example:

I don't dig you. Don't be a square.

7. *Summary* of the various ideas in the material may provide clues to the unknown word. One sentence may not be enough, but as the story develops, the meaning of the unknown word may emerge. For example:

   Being an itinerate preacher, my grandfather travelled through all parts of the state.

8. *Reflection of a Mood or Situation* may provide a situation or establish a mood or tone that is reflected by the unknown word. For example:

   The day was dull with black clouds overhead. This dreary landscape cast a spell of melancholy over him.

The teacher herself must become adept in recognizing different clues in order to provide guidance for pupils. An example of each type of clue might be selected from class materials and combined into a test to see what help pupils need. The teacher, while reading a story, may stop at a point to have the pupils infer the next word by using context clues.

When pupils meet hard words in their lessons, they can bring them in context to class for discussion and tell what part of the sentence helped them infer the meaning.

Suggested Activities:

1. Use reading materials which present few new words.
2. Write sentence exercises with an omitted word to be supplied by the pupil; make context clues so strong that the proper word is anticipated.
3. Give child sentences which contain an incomplete word; ask him to fill in the remainder of the word using a combination of context clues and letter sound.
4. Present word meanings through sentence exercises; ask pupils to match words and meanings.
5. Present context clues in riddles and jingles; missing words are supplied by the students.
6. Present new vocabulary in context before silent reading.
7. Help the student establish a specific purpose for reading a selection in which new words appear.
8. Present pictures, maps, charts, and graphs before silent reading of the selection in which they appear; such presentations serve to help the student expect certain new words.

Accent

Principles:

1. In words which may be divided into two syllables, the accent usually is placed on the first syllable.

   hap′-py   slo′-gan

2. Endings *tion* and *sion* added to a word indicate that the accent should fall on the next to last syllable.

   in-oc-u-la′-tion   re-ces′-sion

3. Usually, the root of a word is accented.

   in-duce′-ment   in-del′-i-ble

4. Bi-syllable or tri-syllable words are usually accented on the first syllable. An exception to this is when a prefix is added to the root or stem.

   la′-dy   lac′-quer

   Exceptions: pre-sume′   re-volt′

5. Words ending in a single consonant preceded by a single vowel with the accent on the last syllable may have a suffix beginning with a vowel added—provided the final consonant of the root word is doubled.

   ad-mit′-tance   in-curred′

Suggested Activities:

1. Write the following words on the chalkboard:

   action
   attention
   occasion
   explosion
   companion
   opinion

   Ask in what way the words are alike (all have the suffix *ion*). Have the words pronounced and determine which syllable is accented. Have individual children write each word indicating syllables and accent after each word on the board.
2. Use previous activity with such other suffixes as *ity, ic, iom, ial, ious.*
3. Have children listen carefully as two syllable words are pronounced—to hear that one syllable is accented more than another.
4. Read two syllable words with accent on first syllable and then on second, to show role of accent.

Overanalytical Readers

For various reasons some children break apart words they know as sight words. As a result their reading is erratic and often needlessly painful. Such children can be identified by presenting a graded vocabulary list on a time and untimed basis. The overanalytical reader tends to do better with a timed presentation than with an untimed.

Activities to overcome tendency of some children to overanalyze:

1. Present syllabicated words in rapid exposure to force the child to synthesize.
2. Use oral blending exercises.
3. Use sight vocabulary development activities.
4. Minimize the number of word difficulties in reading materials.
5. Use tachistoscopic exercises.

Chapter VI

Comprehension, and Leisure Reading

Difficulties in comprehension may stem from ineffective handling of single words, thought units, sentences, or of larger writing units. The following activities are suggestive of what the teacher might do to provide specific help in the area.

A. **Conceptualizing the printed form of the word.**

1. Identify toys, tools, and various classroom objects by proper names.
2. Provide opportunities for group interaction through social activities.
3. Develop vocabulary through construction projects.

4. Associate words and ideas gained on field trips.
5. Make words more meaningful through experiments.
6. Help students translate experiences into accurate, meaningful vocabulary.
7. Convey sensory images through words.

B. **Indirect experiences, under strong teacher guidance, can frequently offer acceptable substitutes for direct experiences. Such experiences are most profitable when they are a part of a larger unit of learning.**

1. Help the students to verbalize vicarious experiences met through audio-visual aids.
2. Have students write words which symbolize experiences in the materials they have read.
3. Have a child who has had a direct experience share it with others and together have pupils select words which best convey ideas.
4. Help students decide on words which best express feelings, indicate size relationships, etc.

C. **Word meanings.**

1. Introduce the student to vocabulary he will be meeting. This is done in the context which will be used and is done before silent reading.
2. Present illustrative material which accompanies the selection to be read; discuss so that certain vocabulary may be anticipated.
3. Make picture dictionaries.
4. Enjoy word puzzles.
5. Study synonyms and antonyms.
6. Ask students to classify words and delete those not in the designated category.
7. Add words of the same category to a partial category list.
8. Complete sentences through the proper choice of homonyms.
9. Present sentences which may or may not make sense; the child indicates those which do.
10. Answer riddles by a single word.
11. Require the right word for completion of jingles.
12. Discuss words which have been used in the teacher's oral reading to the class.

13. Talk to the class and stop from time to time to determine that unfamiliar words have been made meaningful through context. Place words on the board for further emphasis and for giving the students both a visual and auditory image for future reading.
14. Introduce, review, and practice dictionary skills to enable students to find what the word is, what it means in the context where it appears, and to know that the meaning is not always the same.
15. Help students to know when a word has been assigned an irregular meaning such as in idiomatic usage.
16. List words in one column and definitions in a second column for matching.
17. Do periodic oral testing for word meaning.
18. Extend and enrich previous word meanings through wide reading of materials in which the introduction of new words is minimized.

D. **Phrasing (Overemphasis upon word identification can result in word by word reading requiring practice in phrasing.)**

1. Use phrase flash cards.
2. Use game using phrases for the giving of directions or for answering questions.
3. Assemble wall chart sentences with phrase cards.
4. Use materials for phrasing exercises which contain very few, if any, difficulties in word recognition or word meaning.
5. Have the child record his reading on tape and listen to the play back to note errors.
6. Use recordings or tapes to let children hear selections properly read.
7. Read orally to the pupil, exaggerating the phrasing, and have him repeat what has been read.
8. Alternate reading between the child and the teacher. Mark the phrases in a selection and have the child read the marked copy.
9. Mark the phrases in a selection and have the child read the marked copy.
10. Give the child an unmarked copy of a selection and have him attempt the marking of phrases; read the selection as marked.
11. Introduce phrases which are to be met in silent reading.

12. Indicate phrases which answer who, what, where, how, and when questions.
13. Give multiple choice exercises to the child and have him select an answer from three phrase choices, two of which are distractors.
14. Use rapid exposure techniques such as the tachistoscope or the opaque projector.

Phrase Reading

One of my interesting experiences / this past summer / was at Mount Rainier. // This extinct volcano / is in the state / of Washington. // It rises / to a height / of / 14,408 feet. // My visit / to Paradise Lodge / on the southern slope / was in early July. // As I ascended / the mountain, / the fog / became more dense / and / upon reaching the Lodge / it was literally impossible / to travel. // The clouds /encompassed me / leaving droplets of water / on my clothes / and skin. // Complicating the situation more / was the fact / that the winter snow / was still deep. // In fact / a tunnel / had been dug / in order to gain entrance / to the Lodge. // But / when I reached / my room / on the north side / of the building, / I was truly amazed / to find / that the snow / was still higher / than my window. // The height, / the clouds, / the snow, / just before / the close of day / added another experience / for my book of memories. //

E. **Sentence sense is not necessarily present even though both word identification and phrase reading are fairly well mastered.**
   1. Discuss the functions of both internal and terminal punctuation marks. Test and reinforce the understanding of the functions through practice exercises.
   2. Prepare students for meeting figures of speech and symbolic expressions.
   3. Present practice exercises in which the child associates pronouns with their reference nouns.
   4. Provide practice in noting the relationship of sentence parts in various types of sentence structure.

F. **Paragraph comprehension is dependent upon the understanding of sentence relationships.**
   1. Organize exercise paragraphs with the topic sentence in different positions. The child is to locate and underline the sentence.

2. Supply a topic sentence about which the child is to write a paragraph.
3. Use practice paragraphs containing irrelevant sentences. The child is to delete the irrelevant sentences.
4. Omit the topic sentence from practice paragraphs. The child is to select the proper topic sentence for each paragraph from an accompanying list.
5. Give the pupil a title and ask him to write possible paragraph topic sentences.

G. **Understanding the author's organization is a comprehension skill which requires awareness of paragraph functions and relationships.**

1. Write paragraphs in improper sequence; ask the child to number them as they should appear.
2. Present disarranged paragraphs; ask the child to indicate with an *I* the introductory paragraph, with *MB* the paragraphs belonging in the main body of the selection, and with a *C* the concluding paragraph.
3. Have the child practice re-writing a story that has been read to him or one which he has created himself. Have him explain his organization.
4. Ask the child to complete the writing of incomplete stories or to supply any part of the story.

H. **Comprehension of materials in basal readers or of leisure reading choices may be satisfactory and yet difficulty develop in comprehension in the content areas.**

1. Present specialized vocabulary of the content area and prepare the child to meet it in his reading.
2. Note uncommon usage of common words.
3. Introduce symbols peculiar to the area (particularly in science and mathematics) which are necessary for comprehension.
4. Establish concepts which may be difficult to grasp, through pre-reading activities.
5. Develop techniques for successful interpretation of maps, graphs, charts, diagrams, and the like, prior to the time the child is expected to interpret them.
6. Help the student establish a purpose for reading and regulate his rate to his purpose. For example, if he is to read directions and do a science experiment, he will

need to read slowly, carefully, and thoughtfully; if he is scanning a table of contents to find material for a research report in social studies, he will want to look quickly and be concerned with only a few key words.

7. Make the student aware of the organizational patterns he will encounter in reading in the various content areas. Understanding of the organization is important to the child in helping him select the proper reading techniques to employ for maximum comprehension.

I. **If the problem is one of rate of comprehension, activities of the following types should be used.**

1. Help the child to vary his rate with different kinds of materials and with different reading purposes.
2. Time the student in the reading of easy materials which contain very few new words.
3. Utilize mechanical devices for increasing rate. The child reads against time and begins with easy, fairly short sections. He is asked to answer a few comprehension questions but the teacher should anticipate that, in the early use of such exercises, comprehension will suffer. As time progresses, comprehension should improve. If it does not, the time should be lengthened until comprehension does increase; as it does, the time can be gradually decreased.
4. Use high interest materials for motivation.
5. Help the child keep his record of daily results and participate in the organization of his own program of remediation.
6. Watch for signs of fatigue or boredom and avoid work on rate when these conditions exist.

J. **Retention of what has been read is often deficient. The following guidelines are advised:**

1. Help the child establish a purpose for reading each selection.
2. Use only materials which are within the child's ability to comprehend.
3. Provide help in learning to concentrate. Certain of the mechanical devices used for increasing rate are also helpful in increasing concentration. Listening games and games in which verbatim repetitions are required add to concentration skill.

4. Prepare the student to read by directing him in selecting what is to be remembered.
5. Provide time for re-reading when needed.
6. Let the child close his book and check himself against a list of items he was to recall; he may open the book and re-read the parts he is unable to recall.
7. Have the student make notes as he reads.
8. Ask the student to do a project which requires utilization of what was read.

K. **Beyond comprehending materials at the level of literal meaning are the skills of interpretation, evaluation, and reacting.**

1. Ask the child to tell how he would end incomplete stories. This may be done with or without supplied alternative endings.
2. Ask questions to which there are many possible answers and permit the child to choose the one he prefers. Have him defend his choice in discussion with someone who has chosen differently although no single choice should finally emerge.
3. Ask children to express their opinions about characters in the story, about values, about choices, etc.; all opinions expressed are respected.
4. Give the child exercises containing various kinds of situations; for each, ask him to predict an outcome, make a conclusion about cause and effect, form a generalization, or in some manner interpret the situation.
5. Test a student's ability to distinguish between fact and fantasy, and between fact and opinion through the use of exercises. Additional exercises can afford practice to strengthen these skills.
6. Give the pupil a list of story titles and ask him to check those which are likely to be fanciful.
7. Have the child list words in what he is reading which serve as clues to fact.
8. Have the child select from a story the paragraphs which could have happened and those which could not.
9. Ask the child to list sentences in a selection which express opinion and those which state facts.
10. Introduce the child to techniques for testing the authenticity of material; among these are the qualifica-

tion of the author, the date of the writing, the plausibility of specific statements, and the support given for the generalizations and conclusions made.

11. Give the child freedom to react and help him feel personal satisfaction. He may express himself through illustration, dramatization, characterization, description, oral interpretation, poetry, music, or in unlimited ways.

Activities for the Improvement of Leisure Reading

A major goal of teaching reading is to have people read—when they are free to choose. Leisure reading depends upon opportunity, interest, and taste.

I. Properly met, opportunity is an obligation of the home, the school, and the community. Improperly met in the home and/or in the community, the obligation of the school is increased.

A. Provide time for free reading and for sharing reading experiences.

B. Permit the child to choose his leisure reading materials.

C. Make many kinds of materials available.

D. Respect leisure reading as personal and not subject to interrogation but be receptive to comments from students.

E. Work with the home to encourage the provision of leisure reading time and materials.

II. Often children lack interest in reading and need activities which will make reading attractive.

A. Make available high interest, low vocabulary books.

B. Read to the class.

C. Read all but the climax of a story and leave that for individual reading.

D. Have reading corners containing attractive books and periodicals.

E. Organize book clubs.

F. Place displays of books and book jackets strategically around the school.

G. Help students keep reading charts to show the number of books read by individual children.

H. Make materials available for various creative activities following the completion of a story or book.

I. Know the individual interests of the class members and suggest titles in keeping with these interests.

J. Work with the librarian to keep pupils aware of new books.

K. Encourage students to share their individual reading experiences and try to "sell" what they have read.

L. Keep room files of the books which have been enjoyed.

M. Introduce the child to other books by the same author he has enjoyed previously; acquaint him with other authors who write in a similar style.

III. Although children do leisure reading, they often require help in developing discrimination in the selection of materials.

A. Exhibit enthusiasm about many kinds of books.

B. Supply books on a wide variety of subjects.

C. Read orally from any different types of materials.

D. Give individual guidance in book selection.

E. Encourage students to make critical appraisals of materials.

F. Work with the child to develop the proficiency necessary for wide reading.

G. Have the child classify the materials he has read and guide him in determining the kinds of materials he needs to select for his own personal development.

Chapter VII

Study Skills and Content Reading

Study skills may be classified as skills of location and selection of information, organization of information, and utilization of information.

A. Knowing which books to consult for specific purposes and, then, selecting only the information pertinent to the topic at hand are problems to many readers. These are skills which must be taught, practiced, and periodically reviewed.

   1. Provide practice in alphabetizing lists of words, word cards, proper names, and the like.
   2. Teach and practice dictionary skills. Stress the use of guide words, and use exercises to test the student's skill in locating words, selecting proper meanings to answer the immediate need, and pronouncing words.
   3. Introduce the student to the function of a table of contents and an index. Give him a list of items from which he is to indicate which would be found in a table of contents and which would be found in an index.
   4. Give the student a sample table of contents and ask him to tell the pages on which he would look for certain kinds of information.

5. Give the child a sample index and ask him to tell the pages on which he would look for specific items.
6. Note specific uses of basic references and provide practice in determining which book(s) would be consulted.
7. Teach lessons in the use of the card file; exercises should give practice in efficient use of the library if there is access to a library.
8. List possible research topics. Have the student indicate the key words which would guide him in locating pertinent information.
9. Give the child a number of explanations of the functions of specific types of reference books but omit the name of each book; have the child supply the name of the reference.
10. Give the child a title along with a number of facts; the child checks those which are pertinent to the topic.

B. Notetaking, outlining, establishing sequence, following directions, and summarizing are study skills necessary for efficient organization of information. These skills require careful teaching, practice, and guidance for mastery. Students who have been expected to utilize the skills without proper preparation will need to unlearn inaccurate habits and learn accurate ones.

1. Read a short passage to the class and help the class decide which key words or phrases should be written as notes.
2. Play a recording. Ask the children to raise their hands when they think words or phrases should be written.
3. Have children write their own paragraphs and note which words or ideas they consider most important.
4. Have children underline key words or phrases in exercises.
5. Compose early exercises in notetaking by listing the first letter of each word to look for in each paragraph, or in each subtopic, or the like. This should be discontinued as soon as possible.
6. Give clues to help the students anticipate notes to be made, with clues gradually eliminated.
7. Provide opportunities for students to display the ability to differentiate between major and minor points before undertaking outlining skills.

8. Give pupils a paragraph, followed by a simplified outline of main ideas and related details. Discuss the function of each idea and detail in the paragraph and within the outline.
9. Ask pupils to complete skeletal outlines.
10. Give the student a list of main ideas and related details in sequential order. Ask him to number them to show the degree of subordination.
11. Give the student a list of main ideas and related details in mixed order. Ask him to straighten out the sequence, and show subordination by numbering, lettering, and indenting.
12. Present a number of paragraphs with each main idea underlined. Ask the student to start with the main ideas and expand the outline.
13. Supply pictures in mixed order. Have the student arrange them to show story sequence.
14. Have the student number disarranged paragraphs in proper sequence.
15. Ask pupils to write autobiographical sketches to stress sequence.
16. Ask students to write directions from the classroom to an undisclosed destination. Have other students to name the destination. If the proper destination is not named, step by step reviewing will indicate whether the writer or the listener had direction difficulty.
17. Name an activity and ask the student to write directions for it.
18. Have pupils prepare paragraphs for use in telegrams.
19. Have pupils re-write paragraphs in single sentences.
20. Give pupils cartoons and ask them to supply the captions.

C. After material has been organized, the student may utilize it in a number of ways.
   1. Have students expand notes or outlines into oral reports or written reports.
   2. Have students convert an outline into a table of contents.
   3. Help students learn to review notes, outlines, and summaries before study of related topics is undertaken or before testing takes place.

S Q 3 R Method of Study

In the beginning, the *S Q 3 R Method* may seem strange and difficult. However, after a person becomes familiar with the method, the result is a far greater mastery of assignments, with no increase in time spent studying. It has these advantages: One learns to distinguish between main ideas and details and becomes trained to answer questions as on a test. This reduces mind-wandering because of frequent checking. By making brief notes, using one's own words, a person becomes more adequately prepared for tests. In this way, the best possible use of the principles of memory are being utilized.

Instructions to the Student

Use the *S Q 3 R Method* by following the steps below:

Survey

Make a hasty survey of the assignment to get the main ideas. This need not take more than two or three minutes. Note the title of the chapter; read any introductory, summary, and concluding paragraphs. Leaf through the assignment to determine the main sections, thus getting the framework of the chapter. To begin reading a lesson without this bird's-eye view is like beginning an automobile trip without a road map or without knowing the destination.

Question

Turn the first heading into a question. This will arouse curiosity and give a purpose for reading. The question will make important points stand out while explanatory detail, elaboration, and repetition is recognized as such. If there are no headings, ask questions which might be asked by the teachers.

Read

Read to answer the question. This means reading to the end of the headed section. The rate of reading will depend on the purposes, the difficulty of the material, and one's familiarity with it. While reading, make use of the editors' signals (italics, bold-face type, and footnotes) topic sentences, signal words ("first," "further"), and various summaries (including graphs and charts) to help organize the material. Pictures help, too.

Recite

After reading the first section, look away from the book and try briefly to restate the answer to the question. Use your own words and if possible give an example. If you can't give the answer, reread the section. *Then* jot down cue phrases in outline form in a notebook. This will be helpful in later review. Make the notes short.

Now repeat steps 2, 3, and 4 on each succeeding headed section. That is, turn the next heading into a question, read to answer that question, restate the answer, and outline. Read in this way until the assignment is completed.

Review

When the lesson has been read, look over your notes to get a bird's-eye view of the various ideas and their relationships. Check your memory by covering up the notes and trying to recall the main points. Then expose each main point and try to recall the main points. Then expose each main point and try to recall the subpoints listed under it. Further, you should always go over your outline just before a test, since there is a tendency to forget most of what has been learned during the first 24 hours. But remember that one can often relearn in a few minutes what it took an hour to learn the first time.

"S Q 3 R" denotes *"Survey, Question, Read, Recite, Review."* The method may be applied to long or short selections. Questions may be set by the teacher at first, then by the teacher in cooperation with the class, and finally by pupils working first as a group and then individually. This method, worked out by Francis P. Robinson, has been most successful in helping retention.

Dr. Donald Smith, University of Michigan, reported the following: "Studies of *reading only*-versus *reading-plus-reciting* show a superiority of 40% to 80% for the second method. *How effective is the SQ3R method of study?* One evaluation of the method was a comparison of two equivalent groups, one of which read through a lesson while the other used SQ3R. The amount of time spent by each group was the same. *Retention by the reading group was about 20% whereas retention by the SQ3R study group was approximately 80%."*

Applying Reading and Study Skills to Science

All science pupils must learn to comprehend material in science texts, in popular scientific materials, and in articles on scientific research. *A good reader in science must be able to:*

I. *Utilize sources to locate materials by:*
    A. Using all general library skills
    B. Reading newspapers, specialized manuals, and periodicals
    C. Using literature from manufacturing companies, including catalogues

II. *Comprehend written material to:*
    A. Determine the author's interpretation of controversal items.
    B. Determine ,what the reader should learn and remember from the passage.
    C. Understand the meanings of non-technical words and phrases used in science context.
    D. Understand meaning of specialized presentations such as:
        1. Maps, pictures and flow-charts
        2. Technical symbols in science and mathematics
        3. Charts, diagrams, and globes
        4. Scales, equations, and formulas
        5. Cross section and longitudinal models
    E. Determine the general significance of sentences, paragraphs, sections, chapters, and entire books, including illustrations
    F. Understand precise analytical scientific material
    G. Recognize important details such as:
        1. Answers to specific questions
        2. Isolated facts
        3. Evidence or lack of evidence to support main ideas
    H. Recognize familiar portions of new words
    I. Use roots, prefixes, and suffixes

III. *Evaluate material intelligently to:*
    A. Correlate textbook material with everyday experiences

- B. Estimate reliability of scientific information, and set up standards for judging
- C. Note significance of date of publication in light of recent advances in research
- D. Compare new science concept gained with old concepts
- E. Determine author's purpose, and difference between scientifically proved facts or results, and opinions

IV. *Use the problem-solving approach by:*
- A. Deciding what is to be found out
- B. Identifying the facts that are known
- C. Planning the steps to take to arrive at a solution

V. *Use the new information in situations requiring such scientific methods as to:*
- A. Formulate hypotheses
- B. Collect evidence
- C. Evaluate evidence
- D. Organize pertinent evidence
- E. Draw conclusions
- F. Test conclusions

VI. *Apply concepts gained to new situations such as to:*
- A. Perform experiments
- B. Improve scientific discussions, observations, and ability to solve problems
- C. Encourage further reading and application of scientific knowledge to everyday living

VII. *Develop the habit of extensive reading in the field of science to:*
- A. Stimulate and to satisfy scientific curiosity
- B. Be able to participate more effectively in the physical world

VIII. *Follow directions so that he can:*
- A. Recognize the sequence of steps
- B. Recognize the relevance of steps in sequence to the purpose of the directions

IX. *Survey the material to be read to find:*
- A. The type of scientific reading required
- B. The purpose for which it is read
- C. The rate most appropriate to the purpose

X. *Make accurate self-evaluations of progress in reading scientific materials regularly and realize the importance of self-evaluation.*

Applying Reading and Study Skills to Social Studies

All pupils must learn to comprehend material in social studies texts, biographies, newspapers, magazines, and reference materials. They must also be able to interpret maps, charts, globes, tables, and graphs. A good reader in social studies, among other things, must be able to:

I. Utilize sources to locate materials such as to:
  A. Use all aids in the textbook—
    1. Table of contents and index
    2. Center and side headings
    3. Paragraph topics
    4. Italicized sentences and words
    5. Study questions
    6. Summaries
    7. Glossary
  B. Use library reference books.
  C. Read newspapers and periodicals.

II. Develop vocabulary through:
  A. Context clues
  B. Word form
  C. Footnotes
  D. Glossary
  E. Prefixes, suffixes, and root words
  F. Dictionary

III. Acquire information through:
  A. Listening and observing
  B. Video and audio presentations
  C. Reading at different rates for different purposes

IV. Organize information to:
  A. Select main ideas and supporting details.
  B. Arrange events, facts, and ideas in sequence.
  C. Make an outline of topics to be investigated and seek information from more than one source.
  D. Make a bibliography.

V. Evaluate information to:
  A. Distinguish between fact and fancy and fact and opinion.
  B. Compare information about a topic drawn from more than one source.
  C. Examine material for consistency, reasonableness, and freedom from bias.

D. Recognize propaganda and its use.
E. Draw inferences and make generalizations from evidence.
F. Reach tentative conclusions.

VI. Interpret pictorial materials, such as:

A. Charts
B. Cartoons
C. Graphs
D. Pictographs
E. Maps
F. Globes
G. Tables

VII. Apply problem-solving and critical-thinking skills to social issues.

VIII. Understand concepts pertinent to social studies.

Vocabulary Development in Science and Social Studies Classes

The pupil's first contact with a new word should be as meaningful as possible, since several contacts are usually needed before the word is added to his vocabulary.

Vocabulary study is especially important in science because many new words, which are met in each unit, may not be encountered again except for tests. Often there is little opportunity for repetition after the completion of that unit.

Pupils remember difficult words and concepts much longer if such techniques as the following are used:

1. Discuss meanings of new words that will be appearing in reading assignments.
2. Discuss the meaning of each word as it appears in context.
3. Discuss other meanings of the word.
4. Explain how to use context clues to get meaning.
5. Provide practice opportunities for using context clues.
6. Discuss etymology of important scientific, geographic, and historical terms.
7. Require pupils to pronounce and spell the words correctly.
8. Provide opportunities to spell and use technical words correctly in oral and written reports.
9. Prepare a science-social studies dictionary or a word-card file of science-social studies words and symbols.

10. Prepare flash cards with difficult technical words with definition on reverse side. Use for reference while working on a unit, and for periodic review purposes.
11. Analyze polysyllabic technical words, one syllable at a time, using chalkboard.
12. Discuss roots, prefixes and suffixes of new words and how the meaning of each affects the meaning of the complete word.
13. Develop, and encourage pupils to develop crossword puzzles with science-social studies words.
14. Emphasize the use of the dictionary while pupils are reading science-social studies material and preparing reports.
15. Display colorful charts listing technical words for specific unit of study.
16. Provide opportunities for pupils to classify technical words from different units into specific categories.
17. Teach that vowels are joiners and there is one vowel in every syllable. Provide a list of subject words such as "Planets" or "Elements." Leave blanks for vowels and require pupils to fill the blanks with the correct vowels.

Enlarging vocabulary is a gradual process. Wide reading and "word curiosity" makes a definite contribution also.

The teacher may stimulate more extensive reading in science-social studies materials by such procedures as to:

1. Call attention to current scientific, historical and geographical magazines, and make them available for use.
2. Read a portion of an interesting article or book, and suggest that pupils read the rest for themselves to see how it ends.
3. Help pupils select books that are appropriate as to interest and difficulty.
4. Provide time regularly for class discussion of interesting personal reading and unusual words.
5. Develop a curiosity about science, man and his world.
6. Stimulate pupils to bring in newspaper items and magazine articles that tell of recent scientific research.
7. Provide a simple interesting way to report on personal reading.

8. Require the reading of certain books selected for specific purposes such as to:
    - a. Teach specific related facts
    - b. Broaden interests so pupils read in more areas of science and social studies
    - c. Explore areas of scientific research
    - d. Develop appreciation of the vastness of scientific knowledge
    - e. Help pupils differentiate between "research reading" and reading for fun
9. Ask pupils to estimate the reliability of scientific facts used in science and historical fiction
10. Make assignments that require reference reading and ability to organize scientific and historical information.
11. Stimulate an interest in wider reading in all areas.
12. Encourage pupils to prepare experiments for class demonstrations from information gleaned from their reading.

When selecting appropriate material to encourage wide reading in science and social studies, such criteria as the following should be considered:

1. Books that clarify text information and extend knowledge of science and social studies
2. Books at various levels of difficulty to meet the needs of the retarded reader, the average reader, and those who need to be challenged with advanced material.
3. Books that provide a wide range of science and social studies information and experience.
4. Books that present accurate information.
5. Books that stimulate pupils to further reading.
6. Books that offer opportunities to develop scientific attitudes and thinking.
7. Books that help pupils with personal problems of health and social adjustment.

Chapter VIII

Evaluation, Reporting, and Follow-up

Evaluation of pupil progress and effective reporting to pupils, parents, and classroom teachers (as well as follow-up to provide continuity in learning opportunities) are important elements of any program aimed at providing help to pupils. Since pupils participating in the remedial reading program have experienced difficulties and may have faced repeated failures, the handling of these aspects becomes an important factor in promoting the success of the total program.

Evaluation

The assessment and evaluation of progress achieved by pupils in a remedial reading setting is tied closely to the diagnostic procedures utilized in ascertaining reading status and needs. Since this program is specifically designed for boys and girls who evidence limitations in reading competency, evaluation should be twofold:

A. First, an evaluation is desired to indicate the progress made by pupils in the reading task. It is recognized that evaluations should be a continuous process used throughout the remedial reading session to keep both teacher and learner alert to the advances made and the deficiencies which need more remediation. This is a day-to-day, week-to-week cooperative task. Further evaluation is needed at the end of the summer sessions. In order to make valid assessments of growth, a companion form of the testing instruments which were used at the beginning of the remedial sessions should be administered at the end of the session.

B. Second, an evaluation should be made of the effectiveness of the program in meeting the needs of those involved. This evaluation of the program demands that an analysis be made of the organization plan as well as procedures, activities and materials employed. Analysis of evidences of results of the summer reading program, and of the total program on a local or state-wide level, will be used as a basis for improving special reading programs in the future.

Reporting

The above description of evaluation points to the necessity for appropriate reporting of results for individuals and the remedial program itself. These reports may include both formal and informal procedures.

Types of reporting that have been utilized in summer reading programs range from a graded report card to informal conferences and include analyses of status and progress evidenced, pupil interviews, letters to parents, and periodic conferences with pupils and parents for evaluation.

A prime consideration should be recognition of the importance of reporting in order to promote the reading achievement of learners in the program. Awareness on the part of the pupil of his reading status, as determined through careful appraisal and diagnosis, can promote his understanding of the importance of the activities and procedures that can aid learning. A consistent practice of reporting development and progress can be a positive motivator for the learner.

The interest and cooperation of parents can be fostered through effective reporting and communication. This can greatly enhance the overall contribution of the summer reading program. Sample letters to explain the program and procedures to parents are provided in Appendix C, Form B. These can be adapted for a specific school.

Guidelines for reporting in relation to this program are consistent with those for all pupil-teacher and home-school communications—realistic orientation, attention to the basic objectives and aims accepted, brevity with thoroughness, and recognition of the significance of encouraging factors.

Periodic reports to parents and pupils during the progress of the summer program may be patterned after Form F, (Appendix C.) which may be adapted to a specific school program. Final evaluation reports such as Form F1 and F2 should provide evidences of progress and suggestions for the student's future reading growth.

Two-way communications between the home and school may be fostered by utilization of questionnaires and opportunities for expressing reactions to the reading program with letters similar to that included in Form H. (Appendix C.)

Follow-up

Remedial and short-term programs such as summer programs can make more desirable contributions to the total growth of the individual when definite plans for follow-up and continuity are carefully developed. Follow-up procedures vary from noting attendance in the summer session on a record to individual conferences held with each regular teacher. Forms F, G and I (Appendix C), provide sample reports that will provide information useful to teachers working with these pupils during the regular school year. They also aid in increasing understanding of the purpose and effectiveness of the summer remedial reading programs.

It is recommended that each school incorporate into its plans for a summer remedial reading program a definite procedure for conveying information and progress to the regular teacher for the following year. Every effort should be made to foster continuity of learning from the point of view of the learner. A summary of activities and materials used can often provide a sound basis for the teacher in planning and working with these pupils during the regular school term. Schools that have used special summer programs note the importance of follow-up that goes beyond routine recording of information to practices that aid teachers in providing those learning experiences for pupils which help them develop further in reading.

To foster the second type of evaluation—that of the effectiveness of the summer reading program—and to supply the state with evidence for continued support of this plan a survey of the type shown in Form J (Appendix C) should be submitted by participating schools.

A Selected Professional Bibliography

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Appendix A

Materials and Equipment

There are numerous attractive materials available for the teaching of remedial reading. This material has been prepared for all levels of reading ability, and a wide variety of these aids should be in every remedial reading classroom.

Children who have not been successful in learning to read in the regular reading program will probably not be successful using the same materials in a remedial reading classroom. Reading materials should be available for each child at his own level of reading ability and interest. These materials should be similar to those listed in this section, rather than those used in the child's regular classroom or textbooks used unsuccessfully by the pupil in previous years.

Audiovisual aids are most important for remedial reading. Bulletin boards should be utilized to make the room attractive for the pupil. The tape recorder, overhead projector, filmstrip projector, film projector, record player, and other mechanical devices can be used to motivate children to do well in reading lessons where little success has been achieved by using other materials. Phonics charts can be purchased or made by teachers. Games can be used to practice sight vocabulary, blends, and other reading activities. Many games are available from publishers, and they can be an important part of the remedial program.

Each remedial classroom should have a generous supply of books, high in interest but at the reading levels of the pupils. Children should be encouraged to check out these books and read them at home. Series of books for recreational reading are listed in this section rather than by individual title. Many other books are suitable for remedial reading and should be utilized in the program.

The prices of reading materials change rapidly and vary according to the amount purchased. For these reasons prices have not been quoted in this section. It is recommended that letters be sent to the publishers requesting current catalogs of the materials listed. Their addresses are listed in Appendix D.

I Basal Reading Series

Publisher	*Title*	*Reading Level*
Allyn and Bacon	Cavalcade of Writing	9-12
	The Sheldon Basic Reading Series	R- 8
American Book Co.	The Betts Basic Readers	R- 6
	Worlds of Adventure	7-12
Ginn and Company	The Ginn Basic Readers	R- 8
Harcourt, Brace and World	Adventures in Literature Series	7-12
	Companion Series: Adventures in Literature	5- 8
Harper and Row	Alice and Jerry Reading Program	R- 6
D. C. Heath	Reading for Interest Series	R- 6
Holt, Rinehart, and Winston	The Winston Basic Readers	R- 6
	Easy Growth in Reading Series	R- 6
Houghton-Mifflin	Reading for Enjoyment	7-12
	Reading for Meaning Series	R- 6
Lippincott	Basic Reading	R- 8
Lyons and Carnahan	The Developmental Reading Series	R- 8
The Macmillan Co.	The Macmillan Reading Program	R- 6
Prentice-Hall	Life in Literature	9-12
Scott, Foresman	American Roads	7-12
	Scott-Foresman Basic Readers	R- 8
Singer	Prose and Poetry	7-12

II Co-Basal Reading Series

Publisher	*Title*	*Reading Level*
Allyn and Bacon	The Quinlan Basic Readers	R- 3
American Book Co.	Golden Rule Series	1- 8
Bobbs-Merrill	Best of Children's Literature	1- 6
	Reading for Living and Today Series	R- 6
D. C. Heath	Reading Caravan	1- 6
Laidlaw Brothers	Gateways to Reading Treasures	P- 6
Lyons and Carnahan	Curriculum Enrichment Series	P- 6
McCormick-Mathers	Challenge Readers	1- 6
Charles E. Merrill Book, Inc.	Treasury of Literature Readers	1- 6
Silver Burdett	Learning to Read Series	1- 6
Singer	Pratt-Meighen and Golden Road to Reading Series	P- 6

III Workbooks, Skillbooks, Games and Kits

Publisher	*Title*	*Reading Level*	*Interest Level*
Barnell Loft, Ltd.	Using the Context, Books A-F (Six in Series)	1- 6	1-12
	Working with Sounds, Books A-D (Four in Series)	1- 4	1-12
	Getting the Facts, Books A-D (Four in Series)	1- 4	1-12
	Locating the Answer, Books A-D (Four in Series)	1- 4	1-12
Bobbs-Merrill Company, Inc.	Developing Reading Text-Workbooks	1- 6	1- 9
Bremner-Davis Phonics, Inc.	The Sound Way to Easy Reading—School Edition (Phonics Records)		1-12
Bureau of Publications	McCall-Crabbs Standard Test Lessons in Reading, Book A-E (Six in Series)	3-12	3-12
	Gates-Peardon Reading Exercises		
	Introductory Level A and B	2	2-12
	Preparatory Level A and B	3	3-12
	Elementary SA, RD, FD	4	4-12
	Intermediate SA, RD, FD (Ten in Series)	5	4-12
The John Day Company	Reading Fundamentals for Teen-Agers	4- 6	7-12
Educational Developmental Laboratories	EDL Study Skills (3 boxes for each grade level and each content area)	4- 9	4-10
Garrard Press	Group Word Teaching Game	2- 3	2-12
	Basic Sight Cards	1- 2	1-12
	Sight Phrase Cards	1- 2	1-12
	Picture Word Cards	1- 2	1-12
	Popper Words, Sets 1 and 2	1	1-12

Publisher	*Title*	*Reading Level*	*Interest Level*
Garrard Press	Take (Game matching beginning, middle, and ending sounds)		2-12
	The Syllable Game	4	4-12
	Group Sounding Game		3- 8
	Consonant Lotto	1	1- 8
	Vowel Lotto	2	2- 8
	What the Letters Say	1	1- 8
	My Puzzle Books 1 and 2	1	1 8
Ginn and Company	Word Study Charts	1- 4	1- 8
C. S. Hammond & Co.	My First, Second, Third, Fourth Phonogram Books	1	1- 6
	Hammond's Phonics Charts	1- 4	1- 8
	Words Are Important Series	7-12	7-12
Harcourt, Brace, and World	Word Analysis Practice, Level A-C	4- 6	4-12
	Speech-to-Print Phonics (223 applied phonics practice cards)		3-12
	Word Attack	4- 6	7-12
Judy Company	Judy Alphabets, Flannel Boards	1- 3	1- 8
Laidlaw Brothers	Study Exercises for Developing Reading Skills		4-
J. B. Lippincott Co.	Reading for Meaning, Books 4-8 (Nine in Series)	4-12	4-12
Lyons and Carnahan	Phonics We Use, Books A-H (Eight in Series)	1- 8	1- 9
The Macmillan Company	Word Analysis, Levels 1-6 (Six in Series)	1- 6	4-12
	Vocabulary Development Levels 1-6	2- 8	4-12
	Comprehension, Levels 1-6 (Six in Series)	3- 8	4-12
McCormick-Mathers, Publishing Co., Inc.	Building Reading Skills Service	1- 6	1- 9
McGraw-Hill (Websters Division)	Webster Word Wheels (Prefixes, Suffixes, Blends)		4-12
	Word Analysis Charts (set of six charts)		3-12
	Practice Readers, Books 1-4 (Four in Series)	3- 7	3-12
	New Practice Readers, Books A-G	2- 8	2-12
	Eye and Ear Fun, Books 1-4	1- 4	1- 8
	Conquests in Reading	4	4- 8
	Webster Classroom Reading Clinic (Material for 10-20 children)	1- 3	4- 9
Charles E. Merrill	Reading Skilltexts (Six in Series)	1- 6	1- 9

Publisher	*Title*	*Reading Level*	*Interest Level*
	New Phonics Skilltext, Books A-D (Four in Series)	1- 5	1- 8
	Diagnostic Reading Workbook Series (Six in Series)	1- 6	1- 8
	Building Reading Power (Kit of programmed materials)	5+	5- 12
Prentice-Hall, Inc.	Be a Better Reader, Books 1-6 (Six in Series)	7-12	7-12
Reader's Digest Services, Inc.	Reading Skill Builder, Book 1 Parts 1, 2	1- 2	1- 6
	Reading Skill Builders, Book 2 Parts 1, 2, 3	2	2-12
	Reading Skill Builder, Book 3 Parts 1, 2, 3	3	3-12
	Reading Skill Builder, Book 4 Parts 1, 2, 3	4	4-12
	Reading Skill Builder, Book 5 Parts 1, 2, 3	5	4-12
	Reading Skill Builders, Book 6 Parts 1, 2, 3	6	4-12
	Advanced Reading Skill Builder, Books 1, 2, 3, 4	7- 8	7-12
	Help Yourself to Improve Your Reading, Parts 1 and 2	7- 9	7-12
Remedial Education Center	Go Fish, Set 1 (A game using initial consonants)		3-12
	Go Fish, Set 2 (A game using blends)		3-12
Scholastic Book Services	Scholastic Literature Units 4 Series 3 Topics to Series	7-8	7-12
Science Research Associates, Inc.	Reading Laboratory IIa, IIb, IIc	2- 7	4-12
	Reading Laboratory IIIa (1964)	3-11	7-12
	Reading Laboratory IIIb	5-12	8-12
	Reading Laboratory IVa	9-12	8-14
	Reading for Understanding, Junior Edition (Kit with 400 practice cards)	3- 8	3-12
	Reading for Understanding—General Edition	5-12	5-12
	How to Improve Your Reading	7- 9	7-12
	Better Reading Book 1, 2	5- 8	7-12
Science Research Associates, Inc.	Pilot Library IIa, c, IIIb	2-12	4-12
	The Job Ahead, Levels 1, 2, 3	2- 5	9-12
Scott, Foresman and Company	Basic Reading Skills for Junior High School Use		7- 9
	Basic Reading Skills for High School Use		10-12

Publisher	*Title*	*Reading Level*	*Interest Level*
	Linguistic Block Series	R-3	1- 4
	Vanguard		9-12
	Tactics in Reading 1 (Box of 102 exercises)		9-12
	Perspectives		10-12
Steck Company	Fun Time Reading Essential Series	1- 8	1-10
	Phono Wheels (Initial sounds, prefixes and suffixes, 5 in set)	1- 6	1-12
	Phrase-O Game, Set a (208 different phrases are featured)	2- 3	2-12

IV Mechanical Devices

Tachistoscopes

1. AVR Eye-Span Trainer, Audio-Visual Research
2. AVR Flash-Tachment, Audio-Visual Research
3. EDL Flash-X, Educational Developmental Laboratories—for Individual Work, Grades 1-12
4. EDL Tach-X Tachistoscope, Educational Developmental Laboratories
5. Electro-Tach, Lafayette Instrument Company
6. Tachistoscope, Lafayette Instrument Company

Accelerating Devices

1. AVR Reading Rateometer, Audio-Visual Research—for Individual Work
2. Controlled Reader, Educational Developmental Laboratories—for Group Work, Grades 1-12
3. Craig Reader, Craig Research, Inc.
4. EDL Controlled Reader Junior, Educational Developmental Laboratories
5. Keystone Reading Pacer, Keystone View Company
6. PDL Perceptoscope, Perceptual Development Laboratories
7. Readomatic Pacer, Americana Interstate Corporation
8. Shadowscope Reading Pacer, Psychotechnics, Inc.—for Individual Work
9. SRA Reading Accelerator, Science Research Associates—for Individual Work
10. Tachomatic, Psychotechics, Inc.

V Series of Books Suitable for Reluctant Readers for Recreational Reading

Title	*Publisher*	*Reading Level*	*Interest Level*
The Aladdin Books	American Pub. Co.	3-4	1-12
All About Books	Random House	3-4	5-12

Title	*Publisher*	*Reading Level*	*Interest Level*
American Adventure Series	Wheeler	2-6	3-12
Aviation Series	Macmillan	1-3	1-6
Basic Vocabulary Series	Garrard	2	1-7
Beginning Science Series	Follett	2	1-7
Buttons Series	Benefic Press	1-3	1-3
Childhood of Famous Americans	Bobbs-Merrill	4-5	3-12
Cowboy Sam Series	Benefic Press	1-3	1-8
Dan Frontier Series	Benefic Press	1-3	1-12
Deep Sea Adventure Series	Harr Wagner	1-4	6-12
DeVault Book Series	Steck Company	3-7	3-10
Discovery Series	Garrard	3	2-5
Dolch Pleasure Reading Series	Garrard	1-4	1-8
Easy Reading Series	Houghton Mifflin	1-8	1-10
Easy Reading Series	Scott-Foresman	4-6	4-12
Every-Reader Series; Junior Every-Reader Series	McGraw-Hill	4-5	3-12
First Reading Series	Garrard	1	1-4
Folklore of the World Series	Garrard	3	2-8
Frontiers of America Series	Children's Press	3-6	3-8
Interesting Reading Series	Follett	2-3	6-12
Jerry Series	Benefic Press	1-3	1-6
Jim Forest Series	Harr Wagner	1-3	1-6
Junior Library Series	Morrow	3-5	4-12
Junior Science Series	Garrard	3	2-5
Landmark Books	Random House	4-5	3-12
Lives to Remember Series	G. P. Putnam	3-8	3-12
Morgan Bay Mystery Series	Harr Wagner	1-3	6-12
Peter Series	Benefic Press	1-3	1-6
Pleasure Reading Series	Garrard	4	3-8
Reading for Fun Series	Scott-Foresman	3-4	3-9
Sailor Jack Series	Benefic Press	1-3	1-12
Signal Books	Doubleday	4	6-12
Simplified Classics	Scott-Foresman	4-6	4-12
Teen-Age Tales Series	D. C. Heath	3-5	7-12
True Books	Children's Press	2-3	1-8
Way of Life Series	Row-Peterson	5-6	5-12
We Were There Series	Grosset and Dunlap	4-5	4-12
What Is Series	Benefic Press	1-4	1-8
World Explorers Series	Garrard	3-5	4-12
World Landmark Books	Random House	4-5	4-12
World of Adventure Series	Benefic Press	2-5	2-12

VI Magazines

American Girl. Grades 5-8. Girl Scouts, Inc.
Boy's Life. Grades 5-9. Boy Scouts of America, Inc.
Calling All Girls. Grades 3-9. Better Reading Foundation, Inc.
Child Life. Grades 3-6. Child Life.
Children's Activities. Grades 3-6. Child Training Association.

Children's Digest. Grades 3-7. Better Reading Foundation, Inc.
Co-Ed. Grades 7-12. Scholastic Book Services.
Current Events. Grades 6-8. American Education Publications.
Every Week. Grades-8-10. American Education Publications.
Highlights for Children. Grades K-7. Hightlights for Children, Inc.
Hot Rod. Grades 6-12. Trend, Inc.
Jack and Jill. Grades 1-7. Curtis Publishing Co.
Junior Scholastic. Grades 6-8. Scholastic Book Services.
Mechanics Illustrated. Grades 6-12. Fawcett Publications, Inc.
My Weekly Reader. Grades 1-6. American Education Publications.
News Explorer. Grade 4. Scholastic Book Services.
News Pilot. Grade 1. Scholastic Book Services.
News Ranger. Grade 2. Scholastic Book Services.
Newstime. Grades 5-6. Scholastic Book Services.
News Trails. Grade 3. Scholastic Book Services.
Outdoor Life. Grades 7-9. Popular Science Publishing Company.
Popular Mechanics. Grades 6-12. Popular Mechanics Company.
Popular Science. Grades 6-12. Popular Mechanics Company.
Read. Grades 7-12. American Education Publications.
Scope. Grades 9-12. (Written at 4-6 level). Scholastic Book Services.

VII Book Clubs for Children

Arrow Book Club. Grades 4-6. Scholastic Book Services.
Campus Book Club. Grades 10-12. Scholastic Book Services.
Junior Literary Guild. Grades K-8. Doubleday and Company.
Lucky Book Club. Grades 2-3. Scholastic Book Services.
Parents' Magazine Book Club for Children. Grades 2-8. Parents' Magazine.
Teen Age Book Club. Grades 7-9. Scholastic Book Services.
Young Folks Book Club. Grades K-6. Young Folks Book Club.
Weekly Reader Children's Book Club. Ages 5-8. Grades K-3. Ages 8-12. Grades 3-7. Charles E. Merrill.
Young Readers of America. Grades 4-12. Young Readers of America.

VIII Lists of Books for Recreational Reading

One effective means of increasing reading ability, the habit and enjoyment of reading, and promoting an interaction between the reader and the printed page is to lead students to books which they can read. The best of literature should be provided for them, that through the art of words they may deepen their insights of themselves, other people, and the world around them; sense emotions; arouse imaginations; and become more tolerant.

The following Booklists will help teachers make selections of books which will fit the needs of students.

Allen, Patricia H., *Best Books for Children*, R. R. Bowker Company, 1961

American Library Association, *Aids in Selecting Books for Slow Readers*, American Library Association, Chicago, 1959

American Library Association, *Basic Book Collection for Elementary Grades*, American Library Association, Chicago, 1960

American Library Association, *Subject and Title Index to Short Stories for Children*, American Library Association, Chicago, 1955

Arbuthnot, Mary Hill, et al., *Children's Books Too Good to Miss*, Western Reserve University Press

Baker, Augusta, *Books About Negro Life for Children*, New York Public Library

Books for Slow Readers, Holiday House

Bureau of Independent Publishers and Distributors, *The Paperback Goes to School*, Bureau of Independent Publishers and Distributors, 10 East 40th Street, New York 16, New York, 1963

Fry, Edward and Johnson, Warren, "Books for Remedial Reading," *Elementary English* 35:373-379, October, 1958

Heagy, Dorothy and Amato, Anthony, "Everyone Can Learn to Enjoy Reading," *Elementary English* 35:464-468, November, 1958

Hunt, Jacob T., "Easy and Interesting Fiction for the Handicapped Reader," *High School Journal* 39:378-385, April, 1956

Hunt, Jacob T., "Easy and Non-Fictional Materials for the Handicapped Reader," *High School Journal* 39:322-332, March, 1956

Roswell, Florence G., and Chall, Jeanne S., *Selected Materials for Children with Reading Disabilities*, The City College and Educational Clinic, Remedial Reading Service, New York 31, New York, 1959

Spache, George D., *Good Reading for Poor Readers*, Garrard Press, Champaign, Illinois, 1964.

Strang, Ruth; Phelps, Ethlyne; and Withrow, Dorothy, *Gateways to Readable Books; an annotated graded list of books in many fields for adolescents who find reading difficult*, H. W. Wilson Co., New York, 1958

Sullivan, Helen Blair, and Tolman, Lorraine E., "High Interest-Low Vocabulary Reading Materials; A Selected Booklist," *Journal of Education* 139:1-132, December, 1956

IX Films

Better Reading, Encyclopedia Britannica Films, Inc., 1952, 13 min., sd., color and b & w, grades 7-12.

A Book for You, McGraw-Hill Text-Films, 1959, 17 min., sd., b & w, grades 7-9.

Choosing Books to Read, Coronet, 1948, 11 min., sd., color and b & w, grades 7-12.

How Effective is Your Reading, Coronet, 1951, 11 min., sd., color and b & w, grades 7-12.

How to Cut Your Reading Time, Rural Research Institute, Inc., 1961, 16 min., sd., b & w, grades 7-12.

How to Read a Book, Coronet, 1947, 11 min., sd., b & w, grades 7-12.

How to Read Newspapers, Coronet, 11 min., sd., color and b & w, grades 7-12.

How to Study, Coronet, 10 min., sd., color and b & w, grades 7-12.

Improve Your Reading, Coronet, 1947, 11 min., sd., color and b & w, grades 7-9.

Improve Your Study Habits, Coronet, 10 min., sd., b & w, grades 7-12.

Iowa High School Films, State University of Iowa, 14 in series, grades 7-12.

It's Fun to Read Books, Coronet, 1951, 11 min., sd., color and b & w, grades 4-6.

Keys to Reading: Paragraphs, Pacific Productions, Inc., 14 min., sd., b & w, grades 7-12.

Keys to Reading: Phrases and Sentences, Pacific Productions, Inc., 9 min., sd., b & w, grades 7-12.

Keys to Reading: Words, Pacific Productions, Inc., 10 min., sd., b & w, grades 7-12.

Language of Graphs, Coronet, 1948, 14 min., sd., color and b & w, grades 7-12.

Learning to Study, Encyclopedia Britannica Films, Inc., 1954, 14 min., sd., b & w, grades 7-12.

Purdue Reading Films—Junior High School Level, Purdue, 1961, 12 films, about 4 min. each, b & w, grades 7-9 (Can be used as remedial films for grades 10-12).

Reading Improvement: Comprehension Skills, Coronet, 1961, 10 min., sd., b & w, grades 4-9.

Reading Improvement: Defining the Good Reader, Coronet, 1961, 10 min., sd., b & w, grades 4-9.

Reading Improvement: Effective Speeds, Coronet, 1961, 11 min., sd., b & w, grades 4-9.

Reading Improvement: Vocabulary Skills, Coronet, 1961, 10 min., sd., b & w, grades 4-9.

Reading Improvement: Word Recognition Skills, Coronet, 1961, 11 min., sd., b & w, grades 4-9.

Reading with a Purpose, Coronet, 1963, 10 min., sd., color and b & w, grades 4-9.

Speeding Your Reading, Teaching Aids Exchange, 1947, 10 min., sd., b & w, grades 7-12.

Understanding a Map, McGraw-Hill Text Film Department.

Word Building in Our Language, Coronet, 1959, 11 min., sd., color and b & w, grades 7-12.

Reading Tapes

Listen and Read Program, Educational Development Laboratory, 30 tape recordings with workbook exercises, grades 7-12.

X Filmstrips

Basic Reading Series, J. B. Lippincott, set of 8, phonics, structural analysis, and vocabulary, color. Reading Level: 1-3, Interest Level: 1-6.

Controlled Reader Films, Educational Developmental Laboratories, Inc., 1953, 221 different filmstrips for grades K-12 to be used in the Controlled Reader.

Coronet Films, Coronet Films, Inc., 14 filmstrips for primary to Junior High.

Filmstrips for Practice in Phonetic Skills, Scott-Foresman, set of 4, color, Reading Level: 2-3, Interest Level: 3-6.

Fundamentals of Reading, Eye Gate House, Inc., 1955, set of 9, color. Reading Level: 1-4, Interest Level: 1-9.

Goals in Spelling, Webster Publishing Company, 1956, set of 6, color. Reading Level: 4-6, Interest Level: 4-12.

Instant Words, Learning Through Seeing, 1957, two sets of 12 for use with a tachistoscope, b & w, Reading Level: 1-6, Interest Level: 1-12.

Learning Letter Sounds, Houghton Mifflin Co., set of 22, color. Reading Level: 1-3 Interest Level: 1-9.

Learning to Study, The Jam Handy Organization, 1952, set of 7, color, and b & w. Reading Level: 7-12, Interest Level: 7-12.

PAR Flash Films, Programs for Achievement in Reading, 1960, set of 5 for use with a tachistoscope, b & w. Reading Level: 7-12, Interest Level: 7-12.

Phonetic Analysis—Consonants, Pacific Productions, Inc., 1960, set of 4, color. Reading Level: 1-4, Interest Level: 1-8.

Phonetic Analysis—Vowels, Pacific Productions, Inc., 1959, set of 7, color. Reading Level: 1-3, Interest Level: 1-9.

Phonics: A Key to Better Reading, Society for Visual Education, set of 6, phonics, color. Reading Level: 3-4, Interest Level: 3-7.

Readiness Second and Third Reader Textfilms, Row, Peterson and Co., set of 5, at second level and set of 3 at third level, b & w, Reading Level: 2-3, Interest Level: 2-8.

Reading for Understanding, Pacific Productions, Inc., 1960, set of 5, color. Reading Level: 4-8, Interest Level: 4-12.

Seeing Skills, Learning Through Seeing, 1959, two sets of 12, b & w. Reading Level: 1-6, Interest Level: 1-12.

Sounds We Use, Ginn and Co., set of 12, color. Reading Level: 1-3, Interest Level: 1-8.

Structural Analysis, Pacific Productions, Inc., 1960, set of 11, color. Reading Level: 4-9, Interest Level: 4-12.

Third Grade Textfilms, Society for Visual Education, set of 3, phonics, b & w. Reading Level: 3, Interest Level: 3-7.

Using a Dictionary, Webster Publishing Co., 1960, 1 filmstrip, color. Reading Level: 4-6, Interest Level: 4-9.

What I Can Find in the Encyclopedia, Visual Education Consultants, 1 filmstrip, b & w. Reading Level: 4-6, Interest Level: 4-12.

What's The Word, Houghton-Mifflin. Set of 12 contextual, phonic and structural analysis. Reading Level: 4-6, Interest Level: 4-9.

Word Groups, Society for Visual Education, set of 4, phrases and sentences for tachistoscopic training, b & w. Reading Level: 1-6, Interest Level: 1-12.

Words, Society for Visual Education, set of 6, words with one to eight letters for tachistoscopic training, b & w. Reading Level: 1-6, Interest Level: 1-12.

Words: Their Origin, Use, and Spelling, Society for Visual Education, set of 6, color. Reading Level: 6-8, Interest Level: 6-12.

Your Dictionary and How to Use It, Society for Visual Education, set of 6, color. Reading Level: 4-6, Interest Level: 4-9.

XI Programed Materials

Publisher	*Title*	*Reading Level*
Central Scientific Co.	Vocabulary Building I	6
	Vocabulary Building II (Must be used in Cenco Programed Learner, 500 frames for each)	7
Charles E. Merrill	Building Reading Power (Set of 15 booklets in kit)	5
Coronet Instructional Films	David Discovers the Dictionary (300 frames, paperback)	5
	How to Improve Your Reading (300 frames, paperback)	7-12
	Vocabulary Growth (339 frames, paperback)	9-12
Croft Educational Services	Phonics for Pupils, Section 1	1- 2
	Phonics for Pupils, Section 2	2- 3
Devereux Teaching Aids	Remedial Reading (For use in the Devereux Teaching Aid, Model 50, set of 16 workbooks, 2,016 frames total)	1- 6
Educational Development Laboratories, Inc.	Word Clues (7 books, 310 frames in each book)	7-12
E-Z Sort Systems, Ltd.	Beginning Sight Vocabulary (945 frames, edge-punched cards, 105 lesson units)	1- 3
Ginn and Company	By Myself (Set of 7 programed booklets)	1- 3
Harcourt, Brace, and World	Steps to Better Reading (808 frames, paperback)	7
Honor Products Company	Building Words (For use in Honor Teaching Machine, 200 frames)	7-12
	Word Clues (For use in Honor Teaching Machine, 200 frames)	4- 9
Institute of Educational Research, Inc.	The Basal Progressive Choice Reading Program (400 frames, paperback)	1- 2
McGraw-Hill Book Company, Inc.	Programed Reading (Set of books for beginning reading)	1- 3
Publishers Company	Word Recognition (For use in Teachall machine, 800 frames)	4- 6
Science Research Associates, Inc.	Programed Course in Vocabulary Development (2,200 frames, paperback)	7-12
Teaching Materials Corporation	First Steps in Reading (For use with Min/Max II Machine, 2,500 frames)	1

Appendix B
Selected Tests
Standardized Oral Reading Tests

Test	*Publisher*	*Comment*
Gilmore Oral Reading Test	World Book Company	Accuracy of oral reading, comprehension and rate of reading.
The Gray Standardized Oral Reading Test for Grades 1-8. (2 forms)	Bobbs-Merrill, Inc.	Recently revised. Paragraphs of graduated difficulty. Scores based on time and number of errors.
Leavell Analytic Oral Reading Test	American Guidance Service, Incorporated	Graded passages. Grade score based on time and number of errors.

Standardized Diagnostic Reading Tests

The Botel Reading Inventory	Follett Publishing Co.	General inventory of reading skills.
Diagnostic Reading Tests Triggs	Science Research Associates	Word recognition, comprehension, and rate of reading.
The Durrell Analysis of Reading Difficulty	Harcourt, Brace, and World Co.	Eight paragraphs for determining the child's level in oral and silent reading.
The Gates Diagnostic Tests	Bureau of Publications, Teachers College, Colum. Univ.	Vocabulary, oral paragraphs, word recognition and attack.
Pupil Progress Series Diagnostic Reading	Scholastic Testing Service, Incorporated	Full range testing, recognition, comprehension, table of contents, index, and rate of comprehension.
The Spache Diagnostic Reading Scale	California Test Bureau	Word recognition tests and phonics tests, as well as 22 reading passages of graduated difficulty.

Standard Word Analysis Skills Tests

Test	*Publisher*	*Comment*
The Basic Sight Word Test Edward M. Dolch	Garrard Press	Recognition of 220 basic words (nouns excluded).
California Phonics Survey	California Test Bureau	Vowels, Consonants, Reversals, Sight words.
Doren Diagnostic Reading Test of Word Recognition Skills	American Guidance Service, Incorporated	Letter & word recognition, beginning and ending sounds. Blending, vowel sounds.
Gates-McKillop Reading Diagnostic Test	Bureau of Publications Teachers College	Word recognition, knowledge of word parts, auditory blending.
Jastak's Wide Range Achievement Test	Joseph Jastak Wilmington, Delaware	An individual word-pronunciation test. Administration 10-15 minutes. Gives insight into degree of mastery of phonetic elements and structural analysis.
McCullough Word Analysis Tests	Ginn and Company	Designed to measure extent to which pupils of middle grades have mastered and can apply phonetic and structural analysis skills.
Phonics Knowledge Survey Durkin & Meshover	Bureau of Publications Columbia University	
Roswell-Chall Diagnostic Reading Test of Word Analysis Skills	Essay Press, Incorporated	Tests use of consonant vowels, and syllabication.
Silent Reading Diagnostic Tests Bond, Clymer, and Hoyt	Lyons and Carnahan	Recognition and phonetic skills.

Standardized Survey Reading Tests

California Reading Test Triggs and Clark	California Test Bureau	Vocabulary, Recognition, Subject Matter Comprehension, Reference Skills.
The Developmental Reading Tests Bond, Clymer, and Hoyt	Lyons and Carnahan	Vocabulary, Comprehension, Evaluation, Organizing and appreciation.
Gates Basic Reading Tests Arthur I. Gates	Bureau of Publications Teachers College, Colum. Univ.	Reading to appreciate general significance, predict outcomes, understand directions and note details.
Gates Reading Survey Test	Bureau of Publications Teachers College, Colum. Univ.	Rate, Vocabulary and comprehension.
Iowa Silent Reading Tests Greene and others	Harcourt, Brace and World, Inc.	Rate, comprehension, location of materials.
Iowa Tests of Basic Skills Lindguist & Hieronymus	Houghton, Mifflin	Vocabulary, comprehension, language skills, work-study skills, and arithmetic skills.
Nelson-Denny Reading Test	Houghton, Mifflin	Vocabulary, comprehension and rate.
Stanford Achievement Test Kelley, Madden, Gardner and Reedman	Harcourt, Brace and World, Inc.	Paragraph and word meanings, language arithmetic, social studies and science.

Listening Comprehension

Brown-Carlson Listening Comprehension Test	Harcourt, Brace and World, Inc.	Immediate recall, following directions, recognizing transitions, word meanings, lecture comprehension. Grade 9-13.

Appendix C

Form A

SCHOOL CORPORATION OF____________________

SUMMER REMEDIAL READING CLASSES

Referral Form

School____________________ Date____________________

We wish to identify pupils who can qualify and properly benefit from the Summer Remedial Reading program.

Would you please list below the names of pupils you would suggest to be considered. Any other information which you can give will be appreciated.

Please remember that this program is designed for those pupils, ages eight years through the senior high school of average or above average ability, but who are behind one or two years in reading. Please returned to ____________________.

____________________Principal

Name	Grade Level	Class No.	Grade on Report Card	How would you rate this pupil in these areas?				Comment
				Read.	Listen.	Writing	Spell.	

A.A. Above Average
A. Average
B.A. Below Average

____________________Teacher

____________________Subject

Form B

Dear Parent:

This letter is being sent to you because your child's teacher and principal believe that __________ can profit from our Summer Remedial Reading Program.

Classes for this program developed by our school system in cooperation with the Indiana State Department of Public Instruction will meet two hours daily ______a.m. to ______a.m., Monday through Friday from **(beginning date)** to **(closing date)**. These classes are planned for the following buildings:

____

____

Would you please complete the following enrollment form and return by (date) so that plans can be made to organize groups in terms of anticipated numbers of pupils. This program is designed for ________ weeks and we need your assurance that pupils enrolled will attend regularly for the full term.

- -

I wish to pre-register my child for the Summer Remedial Reading Program.

Name of child____

Present grade and school______________________________

School desired for attendance__________________________

In case of emergency contact______________ at ____________
(person's name) (phone)

or have him taken to______________________________.
(address)

(Signed) Parent ______________________________

Address______________________________

Telephone______________________________

Suggested Forms

Referral	Form A
Notice to Parents and Pre-Registration	Form B
Notice to Parents of Acceptance	Form C
Permission to Enroll to Summer School of Attendance	Form D
Classroom Reading Skills Checklist for Directed Reading Lesson	Form E
Reporting to Parents	Form F-1
Reports for Accumulative File and Teacher's File	Form F-1 and F-2
An Informal Diagnostic Check List—For use during the session and for Accumulative File (See page 30)	Form G
Letter to Parents for Reactions to Program	Form H
Form for Attendance	Form I
Final Report to the State Department of Public Instruction	Form J
Background Information	Form K

Form C

School____________________

Date____________________

Dear Parent:

Thank you for your interest and cooperation in helping develop plans for the Summer Remedial Reading Program. We hope to make this a highly profitable summer for all pupils attending.

An attempt has been made to schedule groups of children so that the most effective instruction can be offered. Accordingly, your child ____________________ has been scheduled to attend classes daily _____a.m. to _____a.m. at ________________ school.

Registration will be completed (date) , the first day of the summer program and attendance will continue through (closing date).

You understand that he will be dropped from the program if good attendance is not maintained.

An effort will be made to keep you informed regarding your child's work and progress in this program. Your reactions and opinions will be welcome. Please call the school if you have questions or would like a conference to discuss your child.

Sincerely,

____
Teacher

____
Principal

Form D

____
School

____
Date

TO____________________________

FROM__________________________

________________________, Grade__________, __________________

School has made all the necessary preliminary arrangements and may enroll in the Summer Remedial Reading Program. Information concerning his needs has been sent to your school office. We understand that you will, at the end of the summer session, return this information sheet and a report of the work which he has done to us.

Form E

CLASSROOM READING SKILLS CHECK LIST FOR DIRECTED READING LESSONS

Pupils	Mark Response with + or —	Factual Comprehension	Inferential Thinking	Vocabulary	Summary or Organization	Oral Reading	Reading for Different Purposes	Listening	Other Notations

Form F-1

____________________School

Summer Remedial Reading Program Report

____________________	____________________
Pupil	Grade
____________________	____________________
School	Teacher

The following is a report of the types of study that your child has undertaken during the Summer Remedial Reading Program. The first column indicates his present status in relation to his present grade placement for each of the following aspects of reading. S indicates Satisfactory; N indicates Further Need for Improvement.

ASPECTS OF READING	1st period	Final period
Listening	________	________
Word Recognition	________	________
Word Analysis	________	________
Word Meaning	________	________
Comprehension	________	________
Study Skills	________	________
Silent Reading	________	________
Oral Reading	________	________
PROGRESS HAS BEEN EVIDENCED IN:		
Effective use of time	________	________
Positive attitude toward reading	________	________
Ability to read and work independently	________	________
Improvement	________	________
Your child's present reading level in relation to his grade placement is:	________	________

Your child would profit from opportunities for independent reading in books like the following:

Other recommendations are:

Parents' observations and comments:

What have you noticed about attitude toward reading and reading accomplished?

____

To the Teacher: Make this in triplicate: (One for the student, one for the accumulative folder, and one for your files).

Form F-2

(On the reports for the student's folder and for your files add the following information)

Results of Tests Administered:

________	________________	________________
Date	Name of Intelligence Test	Results
________	________________	________________
Date	Name of Reading Test	Results
________	________________	________________

Began reading at ________ level. Probably can begin at ________ level in September.

FORM G—Informal Diagnostic Checklist, page 30.

Form H

Dear Parent:

We would appreciate your reactions to this reading program. Please answer the following questions and return this form to school tomorrow. If desired, you may return this in a sealed envelope and unsigned—we need your thoughtful opinions to aid in planning this program for the future.

1. Did your child want to enroll in the reading class?________________
2. Has your child's attitude toward school changed as the course proceeded?________________ In what way?________________
3. Have you noticed any change in attitude toward reading?____________ Explain.________________________________
4. If the program is offered next year, would you want your child to attend if recommended?____________ Would your child want to attend?____________
5. Would you recommend this reading program to other parents or pupils?____________

   Additional comments regarding the Summer Remedial Reading Program:

Form I

FORM FOR ATTENDANCE
SUMMER SCHOOL REMEDIAL READING

Schedule of Classes

Date__________ Teacher's Name____________________ School__________

Pupil's Name	Hour	Monday	Hour	Tuesday	Hour	Wednesday	Hour	Thursday	Hour	Friday

Form J

STATE OF INDIANA

SUMMER SCHOOL REMEDIAL READING SURVEY

In order to obtain data to support the continuation and possible expansion of state financial assistance for the reading program, please supply the following information regarding the pupils participating in your summer program.

Pupil Number	Grade Placement	Test Used	Initial or Pre-test Reading Score	Final or Post-test Reading Score	Change in Score + or —	Instructional Levels	
						Initial	Final

Please submit other information regarding evaluation or analysis of results of the program completed by your school.

Form K

BACKGROUND INFORMATION FOR

Name________________ School________________
Birthdate________________ Grade________________

Mental Ability

Test________________ C.A.______M.A.______ IQ Range______
________________ C.A.______M.A.______ IQ Range______

Reading Tests (Standardized)

Test________________ Grade Level______ Norm______
Rate______ Comprehension______ Vocabulary______
________________ Grade Level______ Norm______
Rate______ Comprehension______ Vocabulary______

Reading Levels: Independent___ Instructional___ Frustration___

Capacity___

Informal tests:
Physical Health
General
Vision
Auditory

Other Information:

Emotional Stability

Home Conditions

Cooperation
Student
Home

Appendix D

Publishers' Addresses

Allyn and Bacon, 310 W. Polk St., Chicago, Illinois 60607
American Book Company, 55 Fifth Avenue, New York, N. Y. 10003
American Education Publication, Education Center, Columbus, Ohio 43216
American Publishing Company, 55 West 42nd St., New York, N. Y.
Audio-Visual Research, 523 S. Plymouth Court, Chicago, Illinois 60605
Barnell Loft, Ltd., 111 S. Centre Ave., Rockville Centre, N. Y.
Benefic Press, 1900 Narragansett, Chicago, Illinois 60639
Better Reading Foundation, Inc., 52 Vanderbilt Ave., New York, N. Y.
Bobbs-Merrill Company, Inc., 730 N. Meridian St., Indianapolis, Indiana
Boy Scouts of America, Inc., 2 Park Avenue, New York, N. Y. 10016
Bremner-Davis Phonics, Inc., 161 Green Bay Road, Wilmette, Illinois

Bureau of Publications, Teachers College, Columbia University, 525 W. 120 St., New York, N. Y. 10027
Central Scientific Company, 1700 Irving Park Road, Chicago, Illinois
Child Life, 136 Federal St., Boston, Mass.
Child Training Association, 1018 South Wabash Ave., Chicago, Illinois
Children's Press, Jackson Blvd. and Racine Ave., Chicago, Illinois 60607
Coronet Films, 65 E. South Water St., Chicago, Illinois 60601
Craig Research, Inc., 3410 South La Cienega Blvd., Los Angeles, California 90016
Croft Educational Services, New London, Connecticut
Curtis Publishing Co., Independence Square, Philadelphia, Pennsylvania
Devereux Teaching Aids, Box 717, Devon, Pennsylvania
Doubleday & Company, Inc., Garden City, Long Island, N. Y.
Economy Press, Oklahoma City, Oklahoma
Educational Development Laboratories, Inc., 75 Prospect St., Huntington, N. Y.
Encyclopedia Britannica Films, 1150 Wilmette Ave., Wilmette, Illinois
Essay Press, Inc., Box 5, Planetarium Station, N. Y. 10024
Eye Gate House, Inc., 146-01 Archer Ave., Jamaica, N. Y. 11435
E-Z Sort Systems, Ltd., 45 Second St., San Francisco, California
Fawcett Publications, Inc., 67 West 44th St., New York, N. Y. 10036
Follett Publishing Company, 1010 W. Washington Blvd., Chicago, Illinois 60607
Garrard Press, Champaign, Ill.
Ginn and Company, 205 W. Wacker Drive, Chicago, Illinois 60606
Girl Scouts, Inc., 155 East 44 St., New York, N. Y. 10017
Grosset and Dunlap, Inc., 1107 Broadway, New York, N. Y. 10010
C. S. Hammond & Company, Maplewood, N. J.
Harcourt, Brace, and World, 221 N. LaSalle St., Chicago, Illinois
Harper and Row, Inc., 49 E. 33rd Street, New York, N. Y. 10016
Harr Wagner Publishing Co., 609 Mission St., San Francisco, California
D. C. Heath & Company, 1815 Prairie Avenue, Chicago, Illinois 60616
Highlights for Children, Inc., 37 East Long St., Columbus, Ohio
Holt, Rinehart, and Winston, Inc., 383 Madison Ave., New York, N. Y.
Honor Products Company, 20 Moulton St., Cambridge, Mass.
Houghton Mifflin Company, Geneva, Illinois
Institute of Educational Research, Inc., 2226 Wisconsin Avenue, N. W., Washington, D. C. 20007
The Jam Handy Organization, 2821 E. Grand Blvd., Detroit, Michigan
Laidlaw Brothers, Thatcher and Madison, River Forest, Illinois
Learning Through Seeing, Box 368, Sunland, California
J. B. Lippincott Company, East Washington Square, Philadelphia, Pennsylvania 19105
Lyons and Carnahan, 407 E. 25th St., Chicago, Illinois 60616
The Macmillan Company, 60 Fifth Avenue, New York, N. Y. 10011
McCormick-Mathers Publishing Company, Inc., P. O. Box 2212, Wichita, Kansas 67201
McGraw-Hill Book Company, Text-Film Dept., 330 W. 42nd St., New York, N. Y. 10036
Charles E. Merrill, 1300 Alum Creek Dr., Columbus, Ohio 43216
William Morrow & Company, Inc., 425 Park Ave. South, New York, N. Y. 10016

Noname, Inc., 805 North Cherry St., Galesburg, Illinois 61401
Open Court Publishing Co., LaSalle, Illinois
Pacific Productions, Inc., 414 Mason St., San Francisco, California 94102
Parents Magazine, 152 Vanderbilt Ave., New York, N. Y. 10017
Perceptual Development Labs, 6767 Southwest Ave., St. Louis, Mo. 63143
Popular Mechanics Company, 1383 Madison Ave., New York, N. Y. 10017
Popular Science Publishing Company, 353 Fourth Ave., New York, N. Y.
Prentice-Hall, Inc., Englewood Cliffs, N. J.
Publishers Company, 1106 Connecticut Ave., N. W., Washington, D. C.
Random House, Inc., 457 Madison Ave., New York, N. Y. 10022
Reader's Digest Services, Inc., Education Division, Pleasantville, N. Y.
Remedial Education Center, 1321 New Hampshire Dr., Washington, D. C.
Row-Peterson & Company, 2500 Crawford Ave., Evanston, Illinois
Rural Research Institute, 500 Fifth Ave., New York, N. Y. 10036
Scholastic Book Services, 33 West 42nd St., New York, N. Y. 10036
Science Research Associates, Inc., 259 East Erie St., Chicago, Illinois
Scott, Foresman and Company, 433 East Erie St., Chicago, Illinois 60611
Silver Burdett Company, 4700 Chase Ave., Chicago, Illinois 60646
L. W. Singer Company, Inc., 249 W. Erie Blvd., Syracuse, N. Y. 13202
Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois
Steck Company Publishers, P. O. Box 16, Austin, Texas 78761
Teaching Aids Exchange, Inc., P. O. Box 1127, Modesto, California
Teaching Materials Corporation, 575 Lexington Ave., New York, N. Y.
Trend, Inc., 5959 Hollywood Blvd., Los Angeles, California
Visual Education Consultants, Inc., 2066 Helena St., Madison, Wisconsin
Webster Publishing Company, 1154 Reco St., St. Louis, Missouri, 63126
Wheeler Publishing Company, 2500 Crawford Avenue, Evanston, Illinois
Young Folks Book Club, 1078 St. John's Place, Brooklyn, N. Y. 11213
Young Readers of America, 345 Hudson St., New York, N. Y. 10014